

Analysis of Principal Managerial Competence on Teacher Performance in Improving Education Quality

Atin Siti Taryanti
{atinsitaryanti@gmail.com}

SD Negeri Banjarsari 01, Nusawungu, Indonesia

Abstract. The purpose of this research is to examine the impact of school administrators' managerial skills on teachers' work in the service of raising education standards. Based on initial data, it appears that many primary school principals in Nusawungu District, Cilacap Regency, are not using managerial abilities to effectively lead their schools. To achieve school goals, it is the principal's responsibility to oversee the efficient use of all available resources. This study employed a phenomenological approach to methodology. Five public elementary school principals in Nusawungu District, Cilacap Regency, were interviewed for this study. Interviews, field notes, and other forms of documentation and observation are all used in data collection. Data analysis entails the steps of collecting data, organizing it, and drawing conclusions. The study's findings demonstrate that high-quality education can be improved through the integration of administrative competency and teacher performance.

Keywords: Managerial competence, teacher performance, quality of education.

1 Introduction

A nation's citizens can be enlightened and its culture modernized via the power of education. When people have access to education, they are better able to solve problems in their communities, their countries, and the world. Because education serves as a process of consciousness of humans to enable them to identify, grasp, and comprehend the facts of everyday life, it is essential to the realization of a whole human being. Leaders in the field of education are the driving force behind today's educational advancements.

Within the scope of educating the national life, the government seeks and organizes a national education system. [1] To ensure that all schools reach their full potential, it is essential that educators make a concerted effort to foster an environment conducive to learning and guide students through a structured curriculum. This will allow them to cultivate the religious and spiritual fortitude, self-control, personality, intelligence, and noble character that will serve them, their communities, and their countries. In order for a school to reach its full potential, the administrator must be able to effectively carry out management duties including: (1) planning; (2) organizing; (3) direction/control; and (4) supervision. Ability to effectively and efficiently plan, organize, direct, and control activities to meet organizational goals is managerial competence.[3]

Education management is a process or system of management/organization and improvement of humanity in relation to an education system, Suyitno explains [4]. This remark implies that there is a unified system at work in schools, which includes principals, teachers, and other personnel. The principal oversees the daily operations of the school, manages the faculty and staff, trains and mentors teachers, and is in charge of the school's physical plant. Principals must be knowledgeable and skilled enough to do their jobs properly.

Managerial aptitude, as defined by Akdon, is a collection of technical skills in performing the duties of a school manager [5]. So that administrative skills can be put to use in schools to

maximize the efficiency with which they accomplish their missions. Skills in management have a direct bearing on what it is that school administrators do.

According to Atmodiwirio, managerial competence entails the ability to manage schools, arrange people and resources in schools. Management skill makes use of able employees and effective PR strategies [6]. For this reason, it is essential for managers to be able to effectively communicate with a wide range of stakeholders, including, but not limited to, children, teachers, and their parents.

The ability of school principals to organize and develop school resources to create an effective and efficient learning environment, as defined by Gunawan, is an example of managerial competence. School leaders must be able to cultivate the assets at their institutions so that they may effectively serve students and advance educational goals [8]. It is clear from the foregoing that the position of principal is a recognized one with specific rights and responsibilities. The success of the school depends on the principal's ability to harness all available resources, both within and outside the classroom. The principal's managerial ability refers to the collection of talents he or she possesses that are utilized to manage the school in its attempts to manage the school by making the most of available resources and channeling them toward the achievement of established school goals. To ensure that the school accomplishes its goals, it is the principal's responsibility to exercise management.

Wagiran defines teacher performance as "the results achieved by the teacher in carrying out the tasks assigned to him which are based on skill, experience and sincerity as well as time with the resulting output reflected in quantity and quality"[9].

Factors affecting teacher performance mentioned by Hasibuan in Physical include mental attitude (work motivation, work discipline, work ethic), education, skills, leadership management, income level, salary and health, social security, work climate, infrastructure, technology, achievement opportunities [10].

Based on the factors that influence teacher performance on leadership management in school agencies, namely the principal influences teacher performance. Bad or good managerial principals can affect teacher performance.

Surya stated that "mutu education has meaning as a level of process and overall educational outcomes determined according to certain approaches and criteria" [11]. So that the process of quality education is determined by various dynamic elements that will exist in the school itself and its environment as a unified system.

According to the aforementioned explanation, the synergistic process of interaction between the administrative abilities of school principals on teacher performance affects the quality of education in schools. When school principals lack the skills necessary to lead their staff effectively, student achievement suffers. The quality of education that can be achieved is impeded by incompetent school administrators and underperforming teachers.

Researchers observed elementary school principals in Karangtawang Village, Nusawungu District, Cilacap Regency, on February 2, 2023, and found that the principals did not prepare activity plans or financial planning, did not coordinate with teachers to divide up their work, and frequently diverted attention away from their primary responsibilities to act as a stand-in for the operator.

Teachers in Karangtawang Village, Nusawungu sub-district, Cilacap Regency were observed by the researchers; their findings revealed that these educators did not prepare lessons in advance, did not participate in school-related activities due to time and financial constraints, and diverted attention away from their primary responsibilities.

Evidence for the aforementioned claim can be found in studies examining issues with school principals' managing abilities. Riesti Cahyaningrum's 2020 study, titled "Contribution of Principal

Managerial Capability, Teacher Motivation, and Work Environment on Elementary School Teacher Performance," is one such example. Managerial Competence of Principals in Enhancing Elementary School Teacher Performance was the title of research conducted in 2021 by Rahman Tanjung, Hanafiah, Opan Arifudin, and Dedi Mulyadi. The Influence of Principal Managerial Capabilities and Factors Affecting Work Motivation on the Performance of Special School Teachers in Subang Regency was the title of a study done by Engkay Karweti in 2010.

According to the aforementioned studies, school principals in Karangtawang Village, Nusawungu District, Cilacap Regency, generally lack the requisite managerial skills. It is believed that the low performance of teachers in this setting is a direct result of the bad management of school principals, which in turn impacts the low quality of teaching.

The aforementioned findings prompted further investigation into primary education in Karangtawang Village, Nusawungu District, Cilacap Regency. Analysis of Principal Managerial Competence on Teacher Performance to Enhance Educational Quality in Karangtawang Village, Nusawungu District, Cilacap Regency was the title of the study. The focus of this research was on determining the effect of a principal's managerial skills on the effectiveness of primary school teachers in raising educational standards.

Teacher productivity and the quality of teaching are both directly impacted by the principal's administrative skills. When administration is strong, both teachers' output and students' learning outcomes improve. Quality of education is impacted indirectly by a principal's managerial prowess. Since teachers are the ones who have the most contact with kids, it stands to reason that high-quality education can be improved through effective administration at the school principle level. Teacher productivity can be raised by creating a positive work environment and ensuring that school principals are competent managers. In order to make the direction of research objectives in an area obvious, researchers use a framework schema:

2 Research Methods

The goal of qualitative research is to gain a more in-depth understanding of a phenomenon by describing it in detail using words and language within a carefully constructed natural context and by employing a variety of natural methodologies. Analytical methodologies derived from qualitative research are developed without resorting to statistical analysis or other quantifiable methods.[5] In its broadest definition, phenomenology refers to the study of phenomena, while in its more specific sense, it refers to the study of phenomena that show themselves in the human mind.[6] In the first phenomenological study, we primarily focus on Textural description refers to how participants in a study actually perceive a phenomenon. It's important to remember that the experiences one encounters are just that: phenomena. Second, phenomenological studies investigate structural description, or the subject's experience and interpretation of that experience. Aspects of research participants' subjective evaluations, impressions, emotions, and expectations are included in this description.[7]

Qualitative research techniques were employed in this investigation. Researchers employ phenomenological research methods. This phenomenological study primarily focuses on the principal's actual experience in enhancing the managerial competence of a public elementary school in Karangtawang Village, Nusawungu District, Cilacap Regency. An elementary school in Karangtawang Village, Nusawungu District, Cilacap Regency, was the site of this study. This research focused on three elementary school principals in Karangtawang Village, Nusawungu District, Cilacap Regency. The study's subject is a representative sample of the population studied, and it employs specific methods. In qualitative field research, the research subjects are the informants who represent or represent all features of the community and provide reliable data. [8]

For qualitative research, interviews and observations are primary sources of information; secondary sources include things like written materials, visuals, and numerical data. The

informants were either questioned or observed, and their words and deeds were recorded. [9] There are two types of data sources, primary data sources and secondary data sources, distinguished by the method used to collect them. Primary data is information that has been collected, analyzed, and provided by researchers themselves from original sources. Secondary data refers to information that has already been collected, analyzed, and disseminated, most often in the form of scholarly articles.

Primary data comes from in-depth interviews with 5–25 persons who have witnessed the phenomena; secondary data comes from observation, documentation, and a review of the relevant literature. [10] This phenomenological study included interviews, observations, a documentation study, and a literature review for its qualitative investigation. Miles and Huberman's Model is used to analyze the data for this investigation. Data analysis tasks include data minimization, data visualization, and conclusion/verification testing. Credibility or trust in study data is triangulated for by researchers.

Miles and Huberman's Model is used to analyze the data for this investigation. Data analysis is a process that requires interaction and continuity until the data acquired is complete. [11] Data analysis tasks include information reduction, information presentation, and information verification.

3. Results and Discussion

Elementary school children in Karangtawang Village, Nusawungu District, Cilacap Regency, were the subjects of the study. Towards the southwest of Nusawungu District is where you'll find Karangtawang Village. Karangpakis Village lies to the east, the Indian Ocean to the south, and Pagubugan Wetan Village in Binangun District to the west form its borders. Distances from Karangtawang Village to the sub-district and city centers of Cilacap are respectively 12 and 40 kilometers. There are three primary institutions in Karangtawang village. Karangtawang Village is home to three different SDN Maju elementary schools: SDN Maju 1, SDN Maju 2, and SDN Maju 3. Karangtawang Village only has elementary schools for boys. Karangtawang Village does not have a primary school principal. Three elementary school administrators from Karantawang Village ended up being key informants for this research.

According to three interviews, the principal of Karangtawang Village possessed the requisite qualifications to hold the position. The village principal, according to the source, grasped the idea thanks to the latter's managerial prowess. The principle understands what constitutes good and bad managerial competence, as evidenced by the interview results. The headmaster has a firm grasp on the pros and cons of introducing managerial competencies to his institution.

Principals regularly face challenges when attempting to carry out their responsibilities. They often run into trouble when trying to put their ideals about management into practice. This difficulty usually occurs because principals have many responsibilities beyond leading their schools. Principals are also often tasked with serving as the cooperative chairman, PGRI chairman, or head of another administrative department. The principal's ability to exert strong leadership over the school is often hampered by his or her own workload.

Principals of Karangtawang Village, Nusawungu District, Cilacap Regency, were found to have deep understandings of managerial competency, according to interviews with Dabin supervisors. The village school principal is likewise dedicated to honing his administrative chops by regular attendance at administrative trainings, workshops, and technical advice sessions. Consistent with findings from interviews with school principals, findings from interviews with supervisors indicate that managerial competencies are still not being well implemented in schools. Among the village's school principals, only one is actively involved in a community group; the other two are more likely to put their attention where it belongs: in the classroom.

Principals who are interested in numerous initiatives may be neglectful of their supervisory responsibilities, according to supervisors. They will be more likely to make the group's initiatives a top priority. On the other hand, school principals who don't become involved in a lot of administrative stuff will be better able to put their managerial skills to use. The principal will be better able to direct the school's operations.

Follow-up interviews with educators in the village of Karangtawang, Nusawungu District, Cilacap Regency, yielded the aforementioned data. Teachers' responses to the interview findings varied widely. Having a principle as a leader was seen as more relaxed and flexible by many teachers. Some students complained that their principals were too strict and imposed too much order.

Teachers report that the principal is successful in inspiring them. The principal frequently inquires about the challenges encountered by the educator. Teachers have been assigned to him based on his strengths as a principal. If a teacher does not have the necessary skills, they will work with colleagues who do. The principal's inspiration has a trickle-down effect on the faculty, making them eager to do their jobs. The discipline and accountability of a teacher's work can be improved by the principal's administration of his classroom.

Teachers report that their principals are generally uninterested in their classroom activities. It appears the principal has full confidence in all of the teachers' abilities to do their jobs. There were also complaints from educators that principals were making them do work that was not theirs. Making activity plans and other principle administration are common responsibilities carried by the principal. Similarly, the principal's lack of interest in the classroom's daily activities means that teachers are left to conduct them with just minimal enthusiasm.

Teachers also reported that they were distracted from their primary role as educators on numerous occasions. Some examples of these roles are school administrator, extracurricular coach, and BOS treasurer. This is a major roadblock for teachers delivering effective lessons as their profession requires.

Researchers also interview operators to gather supplementary data. The operator claims to be familiar with virtually every aspect of school management. Due of the principal's frequent requests for operator assistance with principle administration, this situation frequently arises. It is common practice for operators to carry out major responsibilities in this area of IT. Reporter reported that

Based on interviews with principals, supervisors, and teachers at three elementary schools in Karangtawang Village, Nusawungu District, Cilacap Regency, the researchers concluded that principals in general have strong managerial competency skills. The principal's time-consuming organizational obligations get in the way of his ability to perform his managerial responsibilities effectively.

Two out of three school principals in Karangtawang Village, Nusawungu District, Cilacap Regency were judged to have successfully adopted managerial skills, according to an observational study. Principals' actions, which include involving teachers in developing both long- and short-term plans and implementing the latter based on work plans, are indicative of the current state of affairs. The principal also incorporates teachers into organizational development and the process of analyzing the school's needs.

Two primary school principals have been seen to have successfully implemented managerial competences. These principals include teachers in the process of allocating resources and enrolling new students. The principal is also responsible for creating a plan for managing the school's finances and then enforcing that plan. Principals that have successfully adopted managerial competence also make use of IT innovations in school administration.

The principal of this school is also responsible for overseeing the implementation of the school's application activity programs in a timely manner. Proper processes are used to assess the efficacy of the implementation of scholastic activities. The principal then compiles the appropriate program and writes a report on its implementation. The final step in the sequence of planned activities for a school is for the principal to make plans to follow up on the outcomes of reviewing the implementation of school activities with correct procedures.

One elementary school principal in Karangtawang Village, Nusawungu District, Cilacap Regency was observed failing to meet management competency standards due to the fact that she had been given too many responsibilities on top of her existing duties. Cooperative administrators, quarterly administrators, PGRI administrators, and a credit score team have been added to the list of responsibilities. The principal of this institution is notorious for shirking his administrative responsibilities. There is a direct correlation between the principal's predicament and the poor performance of the teachers at the school. Teachers do not create instructional materials and documentation. The atmosphere in classrooms and schools is serious. Daily reviews are rarely performed. This is evident from the fact that there are no values in the list at the moment.

Teachers at schools where the principals have effectively applied their managerial skills produce better results. The fact that the instructor created a lesson plan in advance is evidence of this. In carrying out instructional tasks, the educator makes sure to employ suitable mediums and procedures. The following report serves as a log of assessment findings and an action plan for implementing evaluation findings in instructional settings.

Teachers' observations show that schools led by administrators who demonstrate administrative competence are more likely to complete assigned duties in a timely and efficient manner. Teachers who have additional responsibilities, such as those of BOS treasurers, school operators, library managers, scout coaches, and extracurricular activity managers, perform such roles effectively. A program guides every action, and the principal is updated on every successful program implementation.

Documents discovered inside the institution also reveal promising results in terms of students' evaluation scores. The school has done well in a number of competitions. Multiple competition diplomas, trophies, and records of activity and prize distribution at the tournament bear witness to this fact. Students at this school generally show great deference to their educators and genuine affection for their peer group. This bodes well for the standard of teaching at the institution.

When a school's principal lacks the necessary management skills, teachers lose motivation to teach. This is evident in the poorly executed extracurricular activities. The extracurricular activities administration was not obtained either. The library has a rundown, uncared-for appearance. Lack of upkeep appears to have taken its toll on the condition of several learning media devices. There is a lack of attention to keeping the school tidy.

Students' lack of motivation to learn is consistent with the principal's lack of administrative skills and the teachers' lackluster performance. It's difficult to concentrate when the classroom is dirty. Students don't retain as much information because the learning process is somber and not carried out according to schedule. Students' performance reviews at the end of the semester suffer as a result. Disarray permeates student conduct as well. This is evidence that these schools provide a subpar education.

These interviews, observations, and documentation studies show how important it is for all stakeholders to work together to raise standards in public elementary schools. Principals' managerial skills and teachers' effectiveness play crucial roles in ensuring students receive a high-quality education. Of course, many challenges or difficulties are inseparable from the managerial competence possessed by school principals, good teacher performance, and collaboration between

all parties in the process of enhancing the quality of education in schools. Principals typically face challenges while attempting to implement reforms aimed at raising educational standards.

The foregoing findings are consistent with the managerial competencies of good school principals, which include the following: the ability to develop school plans for various levels, the ability to develop school organization as needed, the ability to lead teachers and staff in the context of optimal utilization of human resources, the ability to manage teachers and staff in the context of optimal utilization of human resources, and the ability to manage school facilities and infrastructure. [8]

If the study's findings are consistent with the aforementioned ideas, it will be clear that the primary school administrator in Karangtawang Village, Nusawungu District, Cilacap Regency is capable of developing school organizations in response to student demand and planning for a wide range of extracurricular activities. The primary school administrator in this town can also effectively manage staff and faculty by making the most of available human capital. The principal also has excellent skills in managing the school's teaching staff and physical facilities.

There are a number of common challenges that arise during the implementation of applications requiring the aforementioned capabilities. Principals' managerial skills go unused due to the breadth of their responsibilities outside the core areas of responsibility. Teachers' productivity suffers when administration fails to work together with them. The educational outcomes of a school's students are affected by the leadership skills of its principals and the effectiveness of its teachers.

4. Conclusion

The aforementioned studies all point to the same conclusion: school administrators, as the managers of schools, need to be well-versed in and make use of managerial competences in order to do their jobs effectively. Successful implementation of managerial abilities in schools requires time management on the part of principals who are also engaged in organizations and have numerous additional duties. The effective use of the principal's managerial skills necessitates not just time management, but also consistency in the performance of his duties and responsibilities.

The aforementioned measures are necessary because of the correlation between managerial prowess and classroom results. Teachers perform better when the principal is able to put their managerial skills into practice effectively. The converse is also true; when a school principal lacks the necessary managerial skills, it can have a negative impact on teacher performance. Consequently, a school's educational quality is influenced by the expertise of its administrators and the effectiveness of its teachers.

School administrators' efforts to apply managerial competence are limited by pressing matters. The principal has the power to decide how quickly or how urgently the assigned duties must be completed. Teachers who are given unavoidable extra duties must also find a way to fit them into their schedules. This is done so the educator can focus on what needs to be done most effectively. Teachers will do better and students will benefit from a higher standard of education if their school's principal is an effective manager.

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