

Managerial Competency the Head of Madrasah

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Abstract

This research is motivated by the phenomenon of the lack of knowledge or the ability of teachers in making scientific papers, which causes obstruction of the promotion of functional positions of teachers from class IV / a to group IV / b. The approach used in this research is a qualitative approach with descriptive analysis method. The data collection technique is done through observation, interview and documentation study. The results showed that: 1) Forecasting used is a type of "Demand Forecasting", Forecasting is based on long, medium and short term time horizons. However, it does not meet the criteria of good forecasting, that is, it does not meet the standard of accuracy, cost and convenience forecasting. 2) Planning has been implemented properly through the 5W1H answer technique, but the results are not optimal. 3) Organizing has been carried out by compiling the Madrasah organizational structure, but there is no specific organizational structure to facilitate the implementation and coordination of the teacher functional position promotion program. 4) Controlling or control in Madrasah has been carried out through supervision activities, but it is not optimal, because the supervision is not in accordance with standard operating procedures and only to meet administrative reporting needs. 5) Commanding or briefing is carried out by involving civil servant teachers in education and training activities, as well as fostering and motivating PNS teachers to increase the number of credit scores, but the results of the coaching are not optimal. 6) Coordinating or coordination in Madrasahs has been carried out vertically, both internal and external, but the implementation has not been optimal.

Keywords: Managerial Competence Principle, Teacher Functional Position

Introduction

The enactment of policy No. 16 of 2009 concerning Teacher's Functional Positions and Credit Scores is considered to have become a stumbling block for teachers. In fact, this regulation is an education for improving the performance and professionalism of teachers in Indonesia in order to improve quality. The most burdensome demands are the fulfillment of professional development needs through scientific publications and innovative works. According to the regulation, teachers who will be promoted must collect credit points for scientific publications or innovative works where to be promoted from group III/b to III/c must collect a credit score of 4 points, Based on group III/c to group III/d must reach 6 credit points, from group III/d to group IV/ as much as 8 points and teachers who are promoted from group IV/a to group IV/b must collect a credit score of 10 points.

As a result, teachers are now increasingly facing serious problems in terms of getting promotions and positions. In addition to the learning process, which requires innovative forms of learning in the form of Teacher Performance Assessment (PKG), teachers are also required to take on additional tasks as a supporting element. If the teacher cannot be promoted and cannot collect credit points at the level of his rank during the allotted time, then there will be a separate consequence in the form of revocation of his professional allowance in accordance with statutory regulations.

Another impact that emerged as a result of the enactment of the PAN and RB Ministerial Regulations No. 16 of 2009 was that teachers used the services of other people to write scientific papers. Whereas scientific writing is inherent as a written responsibility for scientific activities carried out by teachers related to teaching tasks in the classroom. In addition to using the services of writers, teachers are also desperate to make other things that are not commendable, namely by plagiarizing other people's writings.

The limited ability of teachers in writing and conducting research is allegedly the main problem faced. In addition to limited ability, it is also caused by time constraints. Certified teachers are even required to teach 24 hours per week. On the other hand, to write research papers, such as classroom action research (CAR), it takes time. The CAR process starting from planning, implementing, reporting results takes a lot of time. In addition to the problem of time constraints, teachers have problems in implementing CAR, making CAR reports and presenting the results of the CAR in the form of publications published in scientific journals and popular scientific papers published in newspapers.

Based on the description above, it can be concluded that the promotion of teachers / functional positions of teachers is one of the efforts to improve teacher professionalism, so that in this case it certainly cannot be separated from the effectiveness of the duties and responsibilities of the Principal / Madrasah. In the context of the decentralization and autonomy paradigm of education, schools have enormous authority to regulate and manage their own schools. Therefore, the position of the principal/madrasah is very important and strategic in managing and achieving the goals of the school institution concerned. This is because the principal as the top leader in the school has full authority to manage the school, including managing and developing teacher professionalism.

Based on preliminary research conducted at MTs Muhammadiyah Rancaekek Bandung with A accreditation and MTs Al-Muwafiq Cicalengka Bandung with B accreditation, it shows that there are problems with teacher promotion or functional positions caused by several things, including 1) Teachers do not take care of promotions, and 2) Teachers are constrained in writing scientific papers.

Previous studies that are relevant to this research include: First, a journal entitled *Improving the Quality of Educators through Teacher Performance Assessment (PKG) for Class/Subject Teachers*. November 2013, By Wendie Prayitno. This study concludes that the ability of a teacher as an educator profession needs to be improved and developed continuously and proportionally according to the functional position of the teacher. In addition, so that the functions and tasks inherent in the functional positions of teachers are carried out in accordance with applicable regulations, it is necessary to evaluate or assess teacher performance which ensures that they can provide quality educational services and the occurrence of a quality learning process at all levels of education.

Second, the journal entitled Managerial Competence of Principals at MTsN Lamklat, Darussalam District, Aceh Besar District, Journal of Educational Administration, Volume 4, No. 1, February 2016, by Ismuha, Khairudin and Djailani AR. This study found that teachers were not serious in preparing the Learning Implementation Plan (RPP) and there were even teachers who were not ready to prepare RPP in the middle of the semester and teachers rarely had a relationship with the principal. In such conditions, it can be concluded that the teacher's low understanding of the preparation of lesson plans implies that the teacher's ability to make a scientific paper is also low.

Third, the journal entitled Credit Score Improvement Information System (PAK) for promotion in Teacher Functional Positions, Vol.11, No.1 Year 2012, researched by Amiq Fahmi, Ridha Rahmawati, and Pujiono. Determination of Credit Score (PAK) is the result of an assessment given based on credit scores for appointments and promotions in teacher positions in the assessment, the elements used include main elements and supporting elements. The main elements include Education, Teaching and Learning Process (PBM), Guidance and Counseling, Professional Development. Supporting elements include Community Service, and Education Support.

Based on the explanation above, the authors are encouraged to examine and research the managerial competence of school principals in improving the functional positions of teachers into a study. This research will be conducted at MTs Muhammadiyah Rancaekek and MTs Al Muwafiq Cicalengka Bandung with the title "Managerial Competence of Principals in Improving Teacher Functional Positions".

Method

The approach in this research is a qualitative approach. With qualitative, research produces descriptive data in the form of written or spoken words from data sources and observable behavior. The method used in this study is a qualitative method with a descriptive analysis approach, namely a research method that produces descriptive data in the form of written or spoken words from people as research objects and observable behavior so that it is a detail of a phenomenon under study (Sugiyono, 2010). 2006: 137). Descriptive qualitative method is intended to describe or describe existing phenomena, both natural phenomena or human engineering (Syaodih, 2012: 72).

Data collection techniques in this study were obtained through several steps including interviews, observation and documentation studies. Sugiyono (2013: 224) suggests that data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set.

Result Research

The managerial competence of the Head of Madrasah is the ability of the Head of Madrasah to manage resources through planning, organizing, directing, and supervising activities to achieve organizational goals effectively and efficiently. This is as Kunandar (2007:1), states that the principal as a manager must be able to manage so that all potential schools can function optimally. This can be done if the principal is able to carry out management functions well, including: (1) planning; (2) organizing; (3) direction/implementation/control; and (4) Supervision

The steps in the managerial competence of Madrasah Principals include 1) forecasting future demand 2) planning 3) organizing, 4) controlling, 5) directing. This is in line with Urwick who stated that the management function of Lyndall F. Urwick quoted from Ya'qub (1984:45)

- 1) Forecasting, namely making predictions, estimating various possibilities that will occur in the future
- 2) Planning, namely the formulation and determination of a series of actions to achieve a desired result.
- 3) Organizing (organizing), namely activities working together in a structured way to achieve specific goals or a number of goals to be achieved
- 4) Controlling, namely conducting an assessment, if necessary, making corrections so that what the subordinates do can be directed to the right path with the intention of the goals that have been previously outlined.
- 5) Commanding (direction), which is an effort to provide guidance, advice, orders or instructions to subordinates in carrying out their respective duties, so that the task can be carried out properly and is truly focused on the goals that have been originally set.
- 6) Coordinating (coordination), namely carrying out various activities so that there is no chaos and void of activities, by aligning the work of subordinates so that there is directed cooperation.

This step is to increase the functional position of teachers, which means that the functional position of the teacher is a special functional position for educators with the status of civil servants as regulated in Permenpan-RB Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores. This is as Fayol (1949), an employee will work efficiently if he works as a specialist. This means that employees work based on special positions attached to them, namely special functional positions.

Based on the description above, what is meant by managerial competence in improving the functional position of teachers is the ability of the principal in planning, organizing, implementing and supervising the entire process of promotion to the teacher class.

Forecasting the managerial competence of the Principal in improving the functional positions of teachers

The Principal of MTs. Muhammadiyah Rancaekek and MTs. Al-Muwafiq basically has the managerial competence of the Head of Madrasah and understands the importance of increasing teacher professionalism to improve the functional position of teachers. Therefore, the principal has predicted/predicted that in the future teachers will experience difficult problems to get promoted to functional teacher positions because the ability of teachers to make scientific works and publications is still very limited.

Planning the principal's managerial competence in improving the functional positions of teachers

Several programs have been planned to overcome the problem of hampering the functional position of teachers, but the implementation of these programs did not go according to plan. This discrepancy is caused by the lack of enthusiasm and motivation of the teacher concerned for several reasons, including 1) considering scientific work to be difficult 2) lack of teacher skills in the IT field, 3) teachers do not intend to take care of promotions 4) limited training and education quotas at the Ministry of Religion.

Organizing the principal's managerial competence in improving the functional positions of teachers

Several organizational activities including the existence of a management structure arranged in the school organizational structure which shows the delegation of tasks to the Principal, the division of tasks and authority of educators and education staff, as well as a clear coordination path for facilitate coordination between the Head of Madrasah with the deputy principal, teachers and TU.

Controlling the managerial competence of the Principal in improving the functional positions of teachers

The Head of Madrasah has carried out supervision as a form of controlling teacher performance, it's just that the supervision activities are not in accordance with the SOP (Standard Operational Procedure) only to fulfill administrative reporting. Supervision activities are not based on planning to improve teacher performance, so the results of supervision are not evaluated and are not followed up on an ongoing basis, which in the end does not have an impact on improving teacher performance.

Commanding the managerial competence of the Principal in improving the functional positions of teachers

The Head of Madrasah has carried out the function of directing teachers through various activities on the importance of increasing credit scores to improve teacher functional positions. Teachers are directed to participate in various professional improvement programs through MGPM, seminars/webinars, training and be active in making creative and innovative media/learning resources. It's just that the direction does not significantly affect the increase in teacher functional positions due to the lack of teachers participating in teacher professional development activities caused by: 1) teachers lack the initiative in participating in teacher professional development activities. 2) the lack of a school budget to organize school activities such as In House Training, dissemination of the results of teacher self-evaluation and reflection, 3) the lack of a budget to involve teachers in training activities, 4) the lack of teacher skills in the IT field so that it is constrained in writing and writing papers. publication of scientific papers, 5) most of the teachers decided not to continue their functional positions.

Coordinating (pengkoordinasian) kompetensi manajerial Kepala Sekolah dalam meningkatkan jabatan fungsional guru

The Head of Madrasah has carried out the coordinating function in an effort to improve the functional position of teachers, but the results have not been optimal. This is evidenced by the delay in the promotion of class IV teacher functional positions in MTs. Muhammadiyah Rancaekek, of the six PNS teachers who are seconded, only 2 teachers are already in class IV/a and are stuck not moving up to 8 years and 11 years. Meanwhile, the other 4 teachers were still in class III/c and III/d for 1 year, 4 years, 7 years and 8 years.

Conclusion

- a. The Head of Madrasah has carried out forecasting. However, the activities are carried out do not meet the criteria for good forecasting because they do not meet the standard of forecasting accuracy in terms of accuracy, cost and convenience, including: 1) Forecasting accuracy for teacher functional promotion is still biased, because the terms and conditions for promotion of teacher functional positions will continue to change in line with government policy regulations. 2) the budget for carrying out coaching to increase credit scores at school and outside of school is not in accordance with the

- needs, 3) forecasting the ease of functional promotions is very biased because the terms and conditions for increasing credit scores are increasingly difficult to achieve, so that many PNS teachers are trapped not can be upgraded from III/a to IV/b or from IV/a to IV/b over a long period of up to a dozen years.
- b. The head of the Madrasah has carried out the organizing function well, but has not been optimal in managing all organizational resources so that the goal of increasing the functional position of teachers is not achieved. This is indicated by the low participation of teachers in scientific forums such as seminars, education and training as well as workshops, (3) revitalization of the KKG (teacher working group), and MGMP (subject teacher deliberation).
 - c. Controlling activities at Madrasah Tsanawiyah have been carried out through the supervision of the Madrasah Head but the implementation has not been optimal because the supervision is not carried out according to Standard Operating Procedures (SOP), but only limited to the fulfillment of report administration. Supervision activities are only limited to planning and implementing supervision, not yet at the stage of following up on the results of supervision and evaluation of supervision so that it does not have an impact on improving teacher performance to improve teacher functional positions.
 - d. The principal of the madrasa has basically carried out commanding activities to improve the functional positions of teachers in the madrasa, but the results have not been optimal due to the lack of quick feedback from the leadership on these directive activities, so that feedback cannot be immediately used for improvement.
 - e. The Head of Madrasah has carried out the coordinating function in an effort to improve the functional positions of teachers, but the results have not been optimal due to the lack of coordination to improve the functional positions of teachers carried out by the Head of Madrasah, both to professional organizations and to official services which have an impact on the low participation of teachers in development training. teacher profession.

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