

The Managerial Role of The Principal in Improving Teacher Performance in the Pandemic Era (Study at Yos Sudarso Dobo Catholic High School)

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Abstract

The purpose of this research was to determine the Managerial Role of School Principals in Improving Teacher Performance in the Pandemic Era (Study at Yos Sudarso Dobo Catholic High School). Learning at Yosudarso Dobo High School since the pandemic has been conducted online, learning has been done from home, but has encountered problems in learning such as students who do not have Android phones, poor networks, no data credit, etc. Besides that, online learning has not been carried out optimally because there are several obstacles, namely teacher performance that has not been optimal in carrying out online learning. Thus the problem of teacher performance needs serious attention from the principal. The type of research used is qualitative descriptive research, the subjects in this study were 10 teachers from a total of 23 teachers, plus the vice principal of curriculum, and the principal as an informant. The results of the research found were the role of the principal in planning teacher performance that the managerial role of the principal in improving teacher performance, namely planning, implementation and evaluation of planning was needed by the principal of Yos Sudarso Dobo Catholic High School in playing the managerial role of the school by focusing on every aspect which are the basic needs of schools, namely school needs, school programs, teacher needs. The Managerial Role of the Principal in Implementing Teacher Performance that the principal conducts monitoring related to teacher performance, monitoring is carried out using WhatsApp, zoom, or via telephone in controlling the implementation of the learning process. The Managerial Role of the Principal In evaluating teacher performance that the teacher performance evaluation process carried out at Yos Sudarso Dobo Catholic High School during the pandemic period after the end of the semester and evaluation

Keywords: Managerial, Teacher Performance, Pandemic



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INTRODUCTION

2020 was a very stressful year for the whole world. The reason is that this year a new disease has emerged that has spread to all corners of the world, namely Corona Virus Disease 2019 (Covid-19). This outbreak has become a frightening scourge for all countries of the world because a vaccine for this disease has not yet been invented. The casualties that fell were very many, reaching hundreds, thousands, and even hundreds of thousands of lives. At this time, on June 23, 2020, the number of deaths was recorded at 474,258 people from all over the world. That's not a small amount (Kodongan & Pandie, 2022).

In the current situation, all countries in the world issue their own policies, both in the form of large-scale social restrictions (PSBB) as carried out in Indonesia to policies to carry out lockdowns or close access to or exit an affected area. Therefore, this outbreak also has many other impacts besides the health sector, namely in the field of education and the economy, because the policies issued, the activities that are usually carried out by everyone have also undergone some changes (Susdarwono & Surahmadi, 2022).

As in the field of education, as a vital means in the development of Human Resources, it is a need that cannot be separated from human life in educating the life of the nation and forming

skilled humans in their fields. Education in the language sense is called the process of training and developing knowledge, skills, thoughts, behaviors, and others especially by formal schools. Education in this sense, in reality, is often practiced with teaching of a verbalistic nature Qodri A. Azizy (2002 : 18)

In relation to the above, the principal is someone who is at the forefront of efforts to educate the nation. The principal is the spearhead in the success of advancing or not an educational unit that he leads. According to Saroni, (2006: 37) The principal is a figure who is given trust and authority by many people (subordinates) to take the school towards the goal to be achieved. The trust given by this subordinate is based on several aspects owned by the principal and is expected to be a capital to bring to mutual success Including in terms of safety and comfort in the Covid-19 emergency response period (Adillah, 2022).

As for the perspective of national education policy (MoNE, 2006), there are seven main roles of the principal, namely as: Educator (Educator); manager; administrator; supervisor (supervisor); leader; creator of the working climate; and entrepreneur Wahjosumijo (1999: 35). Mulyasa, (2012: 98) explained that in subsequent developments, in accordance with the needs of society and the development of the times, the principal has seven roles, namely: as an Educator; manager; administrator; Supervisor; leader; Innovator; motivator (EMASLIM).

Like the role of the manager in order to perform his role and function as a manager, the head of the ecolah must have the right strategy to empower education personnel through cooperation or cooperation, provide education personnel to improve their profession, and encourage the involvement of all education personnel in various activities that support school programs "Each resource has its own value for the organization, which serves as a support for the creation of conditions conducive to the organization to carry out all organizational planning, Amiruddin et al, (2006: 59) The presence of the principal's leadership is very important because it is a driving force for school resources, especially teacher teachers and school employees.

So great is the role of school leadership in the process of achieving educational goals, that it can be said that the success or failure of school activities is largely determined by the leadership qualities possessed by the principal. However, it should be noted that the success of a leader in carrying out his duties, is not determined by his expertise in the field of leadership concepts and techniques alone, but rather is determined by his ability to choose and use leadership techniques or styles that are in accordance with the situation and conditions of the person he leads (Wahjosumidjo, 2002: 42).

Principals are required to have competence in fostering teachers In the Regulation of the Minister of National Education No. 13 of 2007 concerning School/Madrasah Principal Standards, it is emphasized that a principal/madrasah must have personal, managerial, entrepreneurial, supervising, and social competencies. All of these competencies must be possessed by the principal in order to be able to realize quality learning in order to achieve quality education in schools. The principal is closer to the school and even attached to the school life which directs his attention more to the supervision of teaching/academics. (Suharsimi Arikunto, to carry out academic supervision effectively requires conceptual, interpersonal and technical skills (Glickman, C.D., Gordon, S.P., and Ross-Gordon, 2007) Therefore, every Head of the Education Unit must have and master the concept of academic supervision which includes: understanding, objectives and functions, principles, and dimensions of the substance of academic supervision (Muslim, 2022).

The principal is an education leader who organizes the performance of teachers in improving the quality of the process and learning outcomes by conducting academic supervision as an educational program that aims to evaluate and improve the quality of the

learning process from beginning to end. The participation of the teacher in the series of school activities is the implementation of his work which is influenced by his work motivation. High work motivation causes a person to do his work with pleasure and a strong impetus to carry it out. Especially during the Covid-19 pandemic with distance learning using virtual, therefore the principal must increase the role of managers properly so that teachers can do professionally.

This situation also occurred at Yosudarso Dobo High School, during the pandemic, the school carried out government policies, namely the policy of transferring activities that are usually carried out at school, these activities were transferred to home so that schools implemented online learning or online learning. From the results of preliminary observations on May 12, 2021, learning at Yosudarso Dobo High School since the pandemic, learning was carried out from home online, but found problems in learning such as students who do not have android phones, poor networks, no data pulses, etc. In addition, online learning has not been carried out optimally because there are several obstacles, namely teacher performance that has not been optimal in carrying out online learning. Thus this issue of teacher performance needs to get serious attention from the principal.

From the background outlined above, the author is interested in researching this issue with the title "The Managerial Role of The Principal in Improving Teacher Performance in the Pandemic Era (Study at Yosudarso Dobo High School)

RESEARCH METHODS

The type of research used is qualitative description research, the subjects in this study are 10 teachers from a total number of 23 teachers, plus curriculum wakasek, and the principal as an informant.

RESULTS OF RESEARCH AND DISCUSSION

The Role of the Principal in Planning Teacher Performance

Based on the findings in the formulation of the first problem, namely the role of the principal in planning teacher performance is Based on the findings in the formulation of the first problem, the principal needs to have the ability to carry out his leadership duties properly, which is manifested in the ability to compile programs, personnel organizations, empower education personnel and utilize school resources optimally. Based on this description, a manager or a principal is essentially a planner, organizer, leader, and a controller. The existence of managers in an organization, and organizations require managers who are able to plan, organize, lead, and control so that the organization can achieve the goals that have been set (Wahjosumidjo, 2002: 96)

According to the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers: "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, basic education, and secondary education". Improvement of teacher performance needs to be done both by the teacher himself through his motivation and the school / madrasah through coaching. According to Husdarta (In Supardi 2014: 52) "teacher performance in learning is the most important part in supporting the creation of an effective educational process, especially in building a disciplined attitude and quality of student learning outcomes

According to Sanjaya, (2005: 13) that teacher performance is related to the tasks of planning, managing/implementing learning and evaluating/assessing student learning outcomes. As a plan, the teacher must be able to design learning in accordance with the conditions in the field, as a manager, the teacher must be able to create a conducive learning climate so that students can learn well, and as an evaluator, the teacher must be able to carry out an assessment of student learning processes and outcomes. Marno and Triyo Supriyatno

(2013: 49) explained that the principal as a manager, has the responsibility of leading and bears full responsibility in the organization.

Therefore, the life of an organization is largely determined by the role of a principal as a manager. The success of a society or nation is determined by the success of the entire organization contained in the life of that society or nation. while the success of an organization is determined by the success of managers in order to achieve the goals of that organization. According to Peters and Waterman in his book *Marno and Triyo Suprayitno* (2013: 51) says that what makes managers effective, is not a brilliant intellectual strategy, but obedience to the basics, namely: hard work, doing things simply, act quickly, interact with customers, reward employees and maintain the meaning of a mission.

The Role of The Principal's Manager in Implementing Teacher Performance

Based on the findings in the formulation of the second problem, namely the Role of the Principal's Manager in Carrying Out Teacher Performance, according to Richey, in Piet A. Sahertian and Ida Aleida Sahertian (1992: 8) that professional teachers have characteristics including: a) their own commitment to uphold the dignity of manliness more than their own interests, b). they must undergo a professional preparation within a certain period of time to learn and acquiring a special knowledge of the concepts and principles of that profession so that its status is enhanced, c). always have to increase the knowledge of the position in order to continue to grow in the position, d). have a code of ethics of office, e). have the power and intellectual ability to be able to answer the problems faced in every change, f). always want to learn more about your area of expertise, g). a position is seen as a life career, h). be a member of an organization, for example a group of madrasah heads or madrasa overseers, or teachers of a particular field of study.

Thus, a teacher must have competence or self-ability not only in knowledge, but also in his personality. As Paul Suparno stated, in Vienna Sanjaya (2005: 13) that the competencies that a teacher must have are:

1. Personality abilities, including: good character, maturity, faith, discipline, responsible, sensitive, objective, flexible, broad-minded, able to communicate well, creative, critical, willing to learn, and able to make decisions.
2. The ability of the field of study, including: understanding the characteristics and content of teaching materials, mastering the concepts, getting to know the methodology of the science concerned, understanding the context of the field and also its relation to society, the environment and with other sciences.
3. Ability in learning/education, including: understanding the nature, cirri of students and their development, understanding various educational concepts, mastering several teaching methodologies, mastering the evaluation system that is appropriate and in accordance with students.

Sardiman (1986: 162) argues that the abilities that teachers must have are: Mastering the subject matter; Able to manage learning programs; Able to manage class; Able to use media and learning resources; Mastering the foundations of education; Able to manage learning interactions; Able to assess student achievement; Get to know the function of the BP program in madrasah; Knowing and organizing the administration of madrasahs; and Understand the principles and interpret the results of educational research for teaching purposes. The success of teachers in carrying out their role in the field of education largely lies in their ability to carry out various roles that are specific in teaching and learning situations. Based on the results of a literature study of Adams & Dickey's views in his book *Basic Principles of Student Teaching*, it

can be concluded that there are at least 13 roles of teacher professional competence in the classroom, namely:

- The teacher as a teacher, conveying knowledge, needs to have the skills to provide information to students,
- The teacher as a class leader, needs to have skills on how to lead groups of students,
- Teachers as mentors, need to have skills on how to direct and encourage student learning activities,
- Teachers as environmental organizers, need to have the skills to prepare and provide tools and learning materials,
- Teachers as participants, need to have skills in how to give advice, direct class thinking, and provide explanations,
- Teachers as expatriates, needs to have the skills to investigate the sources of society to be used,
- The teacher as a planner, needs to have skills in how to choose and concoct lesson materials professionally,
- The teacher as a supervisor, needs to have the skills to supervise children's activities and class order,
- Teachers as motivators, need to have skills in encouraging student learning motivation,
- The teacher as a questioner, needs to have the skills of how to ask questions that stimulate students to think and how to solve problems,
- Teachers as teachers, it is necessary to have skills on how to reward outstanding children,
- Teachers as evaluators, need to have skills in assessing children objectively, continuously, and comprehensively,
- The teacher as a counselor, it is necessary to have skills on how to help students who are experiencing certain difficulties

The Role of The Principal's Manager in Evaluating Teacher Performance

Based on the findings in the formulation of the third problem, namely the Role of Evaluation of teacher kineija is an effort to photograph the implementation of teacher performance, especially in providing quality learning services and efforts to support the so-called. The results of the evaluation of the teacher's kineija become material for guiding, directing, administrative needs, pro-motion, and managing the teacher further. The substance analyzed in the evaluation of the teacher's kineija refers to the duties and role of a teacher. Based on Law No. 14 of 2005 concerning Teachers and Lecturers, especially article 20 points a and b which reads:

1. Planning learning, implementing a quality learning process, and assessing and evaluating learning outcomes;
2. Improve and develop academic qualifications and competencies on an ongoing basis in line with the development of science, technology, and art;

Based on Law No. 14 of 2005 mentioned above, a framework for teacher kineija can be developed that is oriented towards the fulfillment of quality learning services. This kineija can be seen in the following four things: personal development, learning, improvement of professional abilities, and social interactions with stakeholders.

The performance of the teacher's personal development refers to the extent to which the teacher develops himself in order to have a stable, stable, mature, wise, and authoritative personality, be an example for students, and have a noble character. In detail this personal development is directed at:

1. A steady and stable personality, with its essential indicators: acting in accordance with legal norms; act in accordance with social norms; proud as a teacher; and have consistency in acting in accordance with norms.
2. Mature personality, with its essential indicators: displays independence in acting as an educator and has a work ethic as a teacher.
3. A prudent personality, with its essential indicators: displays actions that are based on the benefit of learners, schools, and communities and shows openness in thinking and acting.
4. An authoritative personality, with its essential indicators: having behaviors that have a positive effect on learners and having respected behaviors.
5. The sub-competence of noble morals and can be exemplary, with its essential indicators: acting in accordance with religious norms (faith and piety, honesty, sincerity, helpfulness), and having behaviors that are exemplary of learners.

CONCLUSION

Learning performance shows the extent to which a teacher can provide quality services in learning to learners, both inside and outside the classroom. This kineija leads to teachers' efforts in planning, implementing, and evaluating learning services. In detail, this learning kineija can be identified in the teacher's ability to: understand the learner in depth, with its essential indicators: understanding the learner and the learner by utilizing the principles of cognitive development; understand learners by utilizing personality principles; and identifying learners' early learning; designing learning, including understanding the foundation of education for the benefit of learning. Its essential indicators: understanding the foundations of education; applying the theory of learning and learning; determine learning strategies based on the characteristics of students, competencies to be achieved, and teaching materials; and develop a learning design based on the chosen strategy; carrying out learning, with its essential indicators: setting the learning setting; and carry out conducive learning. designing and carrying out learning evaluations, with its essential indicators: designing and carrying out evaluations (assessments) of learning processes and outcomes continuously with various methods; analyze the results of process evaluation and learning outcomes to determine the level of learning completion (mastery learning)', and utilize the results of learning assessments to improve the quality of learning programs in general; develop learners to actualize their various potentials, with their essential indicators: facilitating learners for the development of various academic potentials; and facilitating learners to develop a variety of non-academic potentials.

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