

TEACHER PERCEPTIONS TO FACTORS AFFECTING SCHOOL PRINCIPAL PERFORMANCE

MARDIN

WIDYAISWARA LPMP SULAWESI SELATAN, JL. A.P. PETTARANI

Abstract: This research aims to; Know and analyze the performance of the Principal of SMA Negeri 1 Makassar., And to know and analyze the factors that affect the performance of the Principal of SMA Negeri 1 Makassar. This type of research is expose-facto by using survey research model based on respondent's answer on the list of questions given. The subject of this research is the teacher of SMA Negeri 1 Makassar, whether the status of civil servants or non civil servants. The number of teachers in the school is 71 people. Techniques used in data collection research is giving questionnaires and interviews. Data analysis technique to be conducted is descriptive-explorative, by using Chi-Square analysis to reveal the factors that influence the performance of Principal of SMA Negeri 1 Makassar. The conclusion of this research is; The Principal of SMA Negeri 1 Makassar has a high performance. This is evidenced from the assessment of respondents who generally tend to give a score / high value. Nevertheless, the Principal of SMA Negeri 1 Makassar still needs to improve its performance, and the high performance owned by the Principal of SMA Negeri 1 Makassar can also be seen from the high score / score given by the respondents in each performance indicator. The indicator in question is; (1) organizational goals, (2) organizational standards, (3) feedback, (4) tools or tools, (5) competence, (6) motives, and (7) opportunities. Recommendation result of this research that coaching principal by government need to consider performance of principals to spur the achievement of every school performance in Makassar city.

Keywords: Performance, Factor, Principal, Teacher, Perception.

1. INTRODUCTION

Quality education will be able to realize the goals of national education as stated above, the realization of the quality of education can be achieved if the Principal carries out his leadership effectively resulting in teachers from the principal to carry out the duties and functions of teachers as educators. Therefore, the leadership of the principal is the main determinant of attention as Siagian said that leaders are determinants of the direction of the organization including determining the effectiveness of the organization. This is because organizational leaders including schools have a central position in moving all components or resources to achieve organizational goals. A more assertive view of the importance of leadership role in achieving organizational performance, talking about organizational performance in this case school is nothing but the achievement of the organization's vision, the achievement of school vision is actually the school's performance. Mulyasa (2005: 97) asserted that "The principal in realizing his school vision needs to be supported by the school principal's ability to run his leadership wheel."

The results of teacher competence test in 2012 get an average score of 44.55 from the target of at least 70 of 460 000 teachers (Baswedan Anies, 2012), this data is very concerning because the main task of teachers to implement learning in the class, therefore it is wrong One principal's job is to carry out academic supervision that aims to assist teachers in performing the tasks and functions of teachers as educators in the class should be more perfect again.

The principal is responsible for the administration of educational activities, school administration, coaching of other education personnel, and the utilization and maintenance of facilities and infrastructure (Mulyasa 2004). The principal as the supreme leader who is very influential and determines the progress of the school must have the ability of administration, have a high commitment, and flexible in carrying out its duties. Good principal leadership can strive for the implementation and achievement of the 8 National Standards of Education which is the principal's performance.

Appropriate performance improvements can only be made based on the results of the evaluation on the current performance because the performance evaluation results show the level of achievement of a person in carrying out the tasks that are his responsibility. Low performance shows the lack of ability to manage the tasks to the organization that is the responsibility that resulted in the hampering achievement of organizational goals. Conversely, high performance reflects high task management capabilities that will ultimately impact on high organizational performance. Because the principal is the person in charge of the education activities held in the school, the performance will be related to the quality of education in the school. For that assessment of its performance needs to be done because the results can be used to determine the level of success that has been achieved in leading and manage the school organization and also provide input for the development of its performance in the future.

Associated with the task conditions and responsibilities of the principal in the school organization, the influence of external factors on the performance of the principal does not seem too large. Organizational structure and field of movement of the organization between one school with another school, even public schools and private schools, almost the same. Organizational support, in this case the support of superiors of the District Education Office and the Provincial Education Office is not direct because the principal as the highest leader in the school has full authority to manage educational activities in schools based on applicable government regulations.

Principal development programs are generally based on sporadic observations in the field. In addition, an assessment of the performance of high school principals associated with internal factors affecting performance has not been done. The identification of factors affecting the performance of the principal, how the relationship between the factors and how the impact on the performance of principals should be known in an effort to improve their performance so that the implementation of educational activities oriented on quality improvement is achieved. Therefore, the authors consider it important to conduct a study or analysis of the performance of senior high school principals in Makassar.

The purpose of this study is as to:

1. Knowing and analyzing the performance of the principal of SMA Negeri 1 Makassar.
2. Knowing and analyzing the factors that affect the performance of the principal of SMA Negeri 1 Makassar.

2. LITERATURE REVIEW

Performance is often interpreted as a result of work or work performance. Performance has a broader meaning, not just declaring it as the work, but also how the work process takes place. Performance is about doing the job and the results achieved from the job. Performance is about what to do and how to do it. Performance is the result of work that has strong relationship with organizational strategic goals, consumer satisfaction and economic contribution (Armstrong and Baron, 2004).

The above definition shows that performance is about how to do the job and the results achieved from the job. Performance is about what to do and how to do it. Performance is related to how well a person does his job. Performance is a benchmark of success in doing a job. Associated with individual roles in the organization, performance is a set of individual behaviors or activities that match the expectations or desires of the organization in which they work. According to the behavioral approach in management, performance is the quantity or quality of something produced or services provided by someone who does the work. Thus performance is the result, both quantity and quality, which a person achieves in carrying out the tasks that are his responsibility. Wibowo (2007) suggests that in order to perform systematic and comprehensive performance measurement, the measurement must be able to present both the context and the catalyst that can explain the relationship between institutional goals, professional aspirations and individual goals.

Management is a process of using organizational resources to achieve organizational goals through the functions of planning and decision making, organizing, leading and controlling. Management is also said to be a process of planning, organizing, leading, and overseeing the work of organizational members and using all available organizational resources to achieve clearly stated organizational goals (Stoner and Freeman, 1992).

There is also an opinion that states management as a process to make activities resolved efficiently and effectively with and through others. Efficiency shows the relationship between input and output by finding the minimum resource cost, while effectively indicating the meaning of achieving predetermined goals (Robbins and Coulter, 1996).

Hersey, Blanchard, and Johnson suggest that most managers are very effective at exposing what is a problem in performance. However, it is generally weak in knowing how the problem occurred. Other opinions about factors affecting performance include Armstrong and Baron (2004) as follows: (a) Personal factors, indicated by the level of skills, competencies, motivation, and individual commitment; (B) Leadership factor, determined by the quality of encouragement, guidance, and support by managers and team leaders; (C) Team factors, indicated by the quality of support provided by co-workers; (D) System factors, indicated by the existence of work systems and facilities provided by the organization; And (e) Contextual / situational factors, indicated by high pressure and changes in the internal and external environment.

3. RESEARCH METHODS

This type of research is expose-facto by using survey research model based on respondent's answer on the list of questions given. This research will be conducted at SMA Negeri 1 Makassar which is located at Jl, Gunung Bawakaraeng Makassar City. The subject of this research is the teacher of SMA Negeri 1 Makassar, whether the status of civil servants or non civil servants. The number of teachers in the school is 71 people.

The variables studied in this study are defined as follows:

1. Principal Performance. The performance of the principal is the performance of the organizational objectives, (2) standards,) Motives, and (7) opportunities.
2. Performance Factors. Factors influencing principals' performance are shown by principals in performing their duties to instruments that measure: (1) personal / individual factors, including knowledge, skills,, confidence, motivation, and commitment of Each individual, (2) leadership factors, including: quality in the provision of encouragement, encouragement, direction, and support provided by managers and team leaders; (3) team factors, including: And the spirit of teamwork, trust in team members, cohesiveness and closeness of team members, (4) system factors, including: work systems, work facilities or infrastructure provided by organizations, organizational processes, and organizational Performance culture, And (5) contextual (situational) factors, including: pressure and changes in external and internal environments.

Techniques used in data collection research is giving questionnaires and interviews. The questionnaire was collected by distributing questionnaires to the research respondents. The questionnaires were collected after all the respondents filled in the questionnaire (the authors waited for the respondents at the time of the questionnaire). Data analysis technique to be conducted is descriptive-explorative, by using Chi-Square analysis to reveal the factors that influence the performance of head of SMA Negeri 1 Makassar.

4. RESEARCH RESULTS AND DISCUSSION

Based on the results of research that has been presented, obtained information that the head of SMA Negeri 1 Makassar has a high performance. This is evidenced from the assessment of respondents who generally tend to give a score / high value. Nevertheless, the head of SMA Negeri 1 Makassar still needs to improve its performance, because there are still some respondents who give a low score / value.

High performance owned by the principal of SMA Negeri 1 Makassar can also be seen from the score / high score given by the respondents on each performance indicator. The indicator in question is; (1) organizational goals, (2) organizational standards, (3) feedback, (4) tools or tools, (5) competence, (6) motives, and (7) opportunities. Each of these indicators has counseling with the following details:

1. Organizational goals indicators show high scores in terms of; (A) the formulation of the Vision of the school involves all the elements (principals, vice principals, teachers and school committees), (b) Formulation of school missions involving all elements (principals, vice principals, teachers and school committees), (c) (D) the implementation of school activities is controlled by all elements (principals, vice principals, teachers and school committees), and (e) the ability of the head Schools in achieving organizational goals.

2. Organizational standard indicators show high scores in terms of; (A) the components of the course syllabus, (b) aspects of the assessment established by the KKM, (c) compliance with the standard of tools, media, and learning resources; (d) the fulfillment of the study room standard; and (e) the principal's ability to set organizational standards .
3. The feedback indicator shows a high score in terms of; (C) the type of follow-up given by the principal, (d) the utilization of counseling results for the teacher, and (e) the ability of the principal to provide feedback .
4. Tool or tool indicator shows high score in case; (B) the distribution of learning tools or tools, (c) the use of learning tools or tools, (d) the maintenance of learning tools or tools, and (e) the ability of the principal in the management of tools or facilities.
5. The competency indicator shows a high score in terms of; (A) managerial competence, (b) attitudes displayed, (c) consistency in execution of decisions, (d) commitment in task execution, and (e) competence of the principal.
6. The motivation indicator shows a high score in terms of; (A) attention to welfare improvement, (b) rewarding, (c) attention to work environment conditions, (d) attention to teacher / employee facing problems, and (e) principal's motivation in performing his duties.
7. Opportunity indicator shows a high score in terms of; (C) ability to identify strategies for exploiting opportunities, (d) ability to take advantage of opportunities for progress in school development, and (e) ability to identify opportunities for progress in school development; The ability of the principal in the management of the utilization of Opportunities.

The high performance owned by the Principal of SMA Negeri 1 Makassar is expected to have a positive impact on improving the quality of education in the school. With high performance, the principal can manage the school well. Because performance is about what to do and how to do it. Performance is the result of work that has strong relationship with organizational strategic goals, consumer satisfaction and economic contribution (Armstrong and Baron, 2004).

Performance is related to how well a person does his job. Performance is a benchmark of success in doing a job. Associated with individual roles in the organization, performance is a set of individual behaviors or activities that match the expectations or desires of the organization in which they work. According to the behavioral approach in management, performance is the quantity or quality of something produced or services provided by someone who does the work. Thus performance is the result, both quantity and quality, which a person achieves in carrying out the tasks that are his responsibility. Therefore, in an organization (including schools) required a performance appraisal.

The results of the performance appraisal will show the level of skills and competencies that the person has in the present, what, and when skills and competencies need to be improved and improved. In addition, measurement of performance can also provide feedback to the employer so that the relevant understand how the organization's assessment of its performance. Clear feedback and constructive delivery can improve managerial performance in the future. Therefore assessment of the performance is very necessary and useful for the development of people who do the work and beneficial to the development of the organization.

There are three indicators in conducting performance appraisal by Husain Umar (2005) namely; Individual performance outcomes, behavioral behaviors and individual characters (traits). The work of the individual depends on the person's behavior in doing his job. Behavior here is the behavior associated with the task he must do in carrying out his work. While the individual character is a person's innate traits that include, among others, confident, reliable, able to cooperate, experienced. However, performance measurement is better emphasized on behavioral criteria than characteristic criteria.

Furthermore, from the results of this study also obtained information that in general respondents provide a positive response to the factors that affect the performance of principals. The factors in question are; (1) personal / individual factors, including: knowledge, skills (skill), ability, confidence, motivation, and commitment owned by each individual, (2) leadership factors, including: quality in giving encouragement, encouragement, direction, and Support provided by the manager and team leader, (3) team factors, including: the quality of support and encouragement provided by peers in a team, trust in team members' ounce, cohesiveness and closeness of team members, (4) system factors, , Work facilities or infrastructure provided by organizations, organizational processes, and culture of organizational performance, and (5) contextual (situational) factors, including: pressure and external and internal environment changes.

The relation between factors influencing performance with principal performance is obtained from Chi-Square test results. The terms are detailed as follows:

1. There is a significant relationship between the personal factors with the performance of the principal. This result is shown by Chi-Square value of 23,829 and a significance value smaller than 0.05 at degrees of freedom (df) = 9.
2. There is a significant relationship between factor leadership and school principal performance. This result is shown by Chi-Square value 29.181 and the significance value is smaller than 0.05 at degrees of freedom (df) = 9.
3. There is a significant correlation between factor team and principal performance. This result is indicated by Chi-Square value 28,245 and a significance value smaller than 0.05 at degrees of freedom (df) = 9.
4. There is a significant relationship between the factor system and the performance of the principal. This result is indicated by Chi-Square value 27,049 and a significance value smaller than 0.05 on the degrees of freedom (df) = 9.
5. There is a significant relationship between the contextual / situational factors with the performance of the principal. This result is shown by Chi-Square value 28.121 and the significance value smaller than 0.05 at degrees free (df) = 9.

The above results are in line with Armstrong and Baron's (2004) opinion that performance is influenced by personal factors, leadership, team, system, and situation. John W. Atkinson (in Wibowo, 2007) indicated that performance is a function of motivation and ability. Thus, the model of performance equation = f (motivation, ability). Meanwhile, Lyman Porter and Edward Lawler (in Wibowo, 2007) argue that performance is a function of the desire to do the job, the skills necessary to complete the task, a clear understanding of what is done and how to do it. Thus can be formulated model of performance equation = f (desire to do work, skill, understanding what and how to do).

Meanwhile, Jay Lorsch and Paul Laurence (in Wibowo, 2007) use the understanding that performance is a function of individual, organizational, and environmental attributes so that performance is formulated = f (individual attribute, organization, environment). Implementation of performance will be greatly influenced by several ounces either sourced from workers or sourced from the organization. From the workers is strongly influenced by the ability or competence. Meanwhile, in terms of organization is influenced by how well leaders empower their workers; How to reward workers; And how they help improve performance through coaching, mentoring, and counseling.

5. CONCLUSIONS AND RECOMMENDATIONS

From the results of this study concluded that:

1. Head of SMA Negeri 1 Makassar has a high performance. This is evidenced from the assessment of respondents who generally tend to give a score / high value. Nevertheless, the head of SMA Negeri 1 Makassar still needs to improve its performance, because there are still some respondents who give a low score / value. High performance owned by the principal of SMA Negeri 1 Makassar can also be seen from the score / high score given by the respondents on each performance indicator. The indicator in question is; (1) organizational goals, (2) organizational standards, (3) feedback, (4) tools or tools, (5) competence, (6) motives, and (7) opportunities.
2. There is a significant relationship between personal factors with the performance of principals. This result is shown by Chi-Square value of 23,829 and a significance value smaller than 0.05 on degrees of freedom (df) = 9. Personal / individual factors, including knowledge, skill, ability, confidence, motivation, and commitment Owned by every individual.
3. There is a significant relationship between factor leadership and school principal performance. This result is shown by Chi-Square value 29.181 and a smaller significance value of 0.05 on degrees of freedom (df) = 9. Leadership factors include: quality in giving encouragement, encouragement, direction, and support provided by managers and team leaders.
4. There is a significant correlation between the factor team and the principal's performance. This result is shown by Chi-Square value of 28,245 and a smaller significance value of 0.05 on degrees of freedom (df) = 9. Team factors, including: the quality of support and encouragement given by peers in a team, trust in team members, And the closeness of team members.

5. There is a significant relationship between the factor system and the performance of the principal. This result is shown by Chi-Square value 27,049 and the significance value smaller than 0.05 at degrees free (df) = 9. System factors, including: work system, work facility or infrastructure provided by organization, organizational process, and organizational performance culture ,
6. There is a significant relationship between the contextual / situational factors with the performance of the principal. This result is shown by Chi-Square value 28.121 and significance value smaller than 0.05 at degrees of freedom (df) = 9. Contextual (situational) factors, including: pressure and changes of external and internal environment.

Based on the results of research and conclusion, put forward some suggestions in order to realize the performance of principals are as follows:

1. The principal in formulating the purpose of the school to be clear to all stake holders of the school then the formulation should involve all the stake holders.
2. The principal needs to set performance standards for all school stakeholders to be aware of the school success rate.
3. The results of the school should be made of feedback to all school stakeholders so that school hordes stakeholders can actively participate in school management.
4. The principal needs to constantly improve the competence and motivation in order to achieve the objectives of the school that have been established together.
5. Development of principals by the government should consider the performance of principals to spur the achievement of each school performance in Makassar

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