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Submission title: The Contribution of School Committ...
File name: Skills_of_Junior_High_School_Princ...
File size: 152.82K
Page count: 6
Word count: 3,338
Character count: 18,645
Submission date: 04-Jun-2020 12:18AM (UTC+0700)
Submission ID: 1337183322

International Journal of Latest Research in Humanities and Social Science (IJLRHSS)
Volume 03 - Issue 05, 2020
www.ijlrhss.com // PP. 23-28

The Contribution of School Committee Effectiveness to Managerial Skills of Junior High School Principal in Tanjunghalai City

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Abstract: The research aims to know and find out the contribution of committee school affectivity toward ability managerial of school principals at SMP Kota Tanjunghalai. There are three hypothesis proposed in this research, there is a significant contribution between Committee School Affectivity toward ability managerial of School Principals at SMP Kota Tanjunghalai. The population of this research is all of School Principals at SMP Kota Tanjunghalai for 20 peoples. The samples of this research is 20 peoples and is taken by using saturated samples. The instrument of research is questionnaires for variable Committee School affectivity and variable of School Principals at SMP Kota Tanjunghalai. To test the content validity, and then the questionnaire was try out for 15 respondent out The research sampling. Variable Committee School affectivity, there are 25 points, which is valid and 22 point is valid and 3 points is invalid, and verified and variable ability managerial of School Principals at SMP Kota Tanjunghalai there are 25 points, 22 points is valid and 3 points is invalid and verified. analysis of drill is conducted, while the reliability of instrument is analyzed by Alpha Cronbach with the reliability high level. The result of data analysis indicated that Committee School affectivity significant contribution with ability managerial of School Principals at SMP Kota Tanjunghalai is 38,2%, the higher implementation of Committee School affectivity the higher ability managerial of School Principals at SMP Kota Tanjunghalai.

Keywords: School Committee, Managerial, Principal of Middle School

I. Introduction

Principal's managerial ability is needed in making and effectiving every school activity. With the concept of management, the principal is able to empower other people or the education component to play an active and empowered role and even be successful in achieving the stated goals. Adjustment of program activities can be done in accordance with procedures in force in schools. Even the community or stakeholders can be empowered to participate actively in providing input and determining the program of school activities.

Ideally, school principals with their managerial skills, can process and regulate the education component can be carried out optimally so that the educational goals that have been set can be achieved, because every activity always refers to the reference of management concepts. Each program activity is carried out prior to planning before becoming a work plan. Furthermore, the maturity of the priority scale needs to be determined and implemented, and even an evaluation is carried out to measure the extent to which the objectives have been achieved with the plans that have been stated.

Principal's managerial ability can proportionally position every teaching staff, be able to do a 'job description', be more transparent, and be responsible, be able to build a harmonious work climate, be able to manage teaching, staffing, school buildings and courtyards, finance, and manage school relations with Public. Even government programs can make principals further improve the quality of their management competencies. Because the government program is demanded to be able to carry out high accountability, right on target and the achievement of program objectives. If they do not have managerial skills, how can the principal be able to meet the demands of the government in implementing programs with high accountability. The government does not want program implementation to be limited to releasing responsibilities without quality.

Based on targeted research at a number of SMPs in Tanjunghalai City there was a tendency for the managerial abilities of the SMP principals to be less than expected. This phenomenon can be seen from the lack of junior high school principals in planning activities, such as the lack of a detailed schedule of activities, the lack of authentic records in compiling plans, planning is carried out without regard to the analysis of the scale of school needs, planning is limited to meeting school administration without regard to conformity with program activities what is needed, the lack of junior high school planning in conducting relationships with the community, the lack of compatibility between the implementation and the program schedule or schedule of activities, and the lack of evaluation, for example, evaluations are carried out without a schedule, are spontaneous based on momentary desires and lack of "feedback" from the evaluation results.

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by Mesiono Mesiono

Submission date: 04-Jun-2020 12:18AM (UTC+0700)

Submission ID: 1337183322

File name: Skills_of_Junior_High_School_Principal_in_Tanjungbalai_City.pdf (152.82K)

Word count: 3338

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Principal's managerial ability can proportionally position every teaching staff, be able to do a "job description", be more transparent, and be responsible, be able to build a harmonious work climate, be able to manage teaching, staffing, school buildings and courtyards, finance, and manage school relations with Public. Even government programs can make principals further improve the quality of their management competencies. Because the government program is demanded to be able to carry out high accountability, right on target and the achievement of program objectives. If they do not have managerial skills, how can the principal be able to meet the demands of the government in implementing programs with high accountability. The government does not want program implementation to be limited to releasing responsibilities without quality.

Based on targeted research at a number of SMPs in Tanjungbalai City there was a tendency for the managerial abilities of the SMP principals to be less than expected. This phenomenon can be seen from the lack of junior high school principals in planning activities, such as the lack of a detailed schedule of activities, the lack of authentic records in compiling plans, planning is carried out without regard to the analysis of the scale of school needs, planning is limited to meeting school administration without regard to conformity with program activities what is needed, the lack of junior high school planning in conducting relationships with the community, the lack of compatibility between the implementation and the program schedule or schedule of activities, and the lack of evaluation, for example, evaluations are carried out without a schedule, are spontaneous based on momentary desires and lack of "feedback" from the evaluation results.

To overcome the above problems, efforts have been made to improve the school in collaboration with the government, especially to the Department of Education and Culture of Tanjungbalai City in an effort to improve the managerial ability of the junior high school head through in-service education and upgrading in terms of management. Although some activities carried out in order to improve the managerial skills of the junior high school head have been carried out. But in reality on the ground from observations, there are still indications that there are junior high school principals who have low or non-dynamic managerial skills, and are creative. In fact, the government's efforts to improve the ability of junior high school principals in management concepts are good enough.

In addition there are other factors that cause the low managerial ability of junior high school principals, namely the effectiveness of non-communicative school committees. The presence of the school committee should the headmaster of junior high school be more qualified in carrying out their duties and responsibilities in planning, implementing plans and evaluating (management functions). The principal of SMP is motivated to manage various components of education because of the supervision and attention from the school committee. The school committee actively participates with various assistance and activities that can contribute to the school.

II. Methods

This research was conducted at the City of Tanjungbalai Middle School with a quantitative research design with ex post facto design with a correlative study pattern. The population in this study were all junior high school principals in the City of Tanjungbalai, totaling 30 people. Sampling was carried out using the Saturated Sampling (Census) technique. Based on the saturation / census sampling technique, the population of 30 junior high school principals in Tanjungbalai City, the whole is the research sample. The instrument used in this study was a questionnaire to measure the effectiveness of school committees (X) and the managerial ability of principals (Y) by modifying from the Likert scale. To get a valid and reliable instrument, first conduct 1) a trial, and 2) analysis of the instrument, namely the Validity of the Instrument (validity) through an analysis of content validity and construct validity. Then test the reliability (reliability) of the instrument by calculating the alpha coefficient. Data analysis techniques used are statistical and descriptive techniques, namely statistical analysis of central tendencies, including: Mean, Median, Mode, and Standard Deviation of each variable. To test the relationship between the effectiveness of school committee variables (X) the managerial ability of SMP principals in Tanjungbalai City (Y) was done with a simple correlation analysis while to test the significance of the correlation (r) the t test statistic formula was used. (Sudjana 1992: 380). The analysis was carried out with the SPSS Version 20 computer program by guiding the SPSS Version 20 book by Santoso (2001).

III. Results

School Committee Effectiveness

Based on the results of data processing the effectiveness of school committees through research instruments showed that the lowest score was 88.00 and the highest score was 99.00 while the average was 92.90 the median was 93.00 mode was 93.00 standard deviation was 3.18. Based on the average value, the median and mode show values that are not much different, this shows that the frequency distribution of school committee effectiveness has a distribution of data that is normally distributed. The frequency distribution of school committee effectiveness can be seen in the following table 1:

Table 1 Frequency Distribution of School Committee Effectiveness Variable Data

Class interval	Frequency	Percentage
88 – 89	4	20%
90 – 91	3	15%
92 – 93	6	30%
94 – 95	3	15%
96 – 97	2	10%
98 – 99	2	10%
Total	20	100%

While this variable histogram can be shown in the following graph:

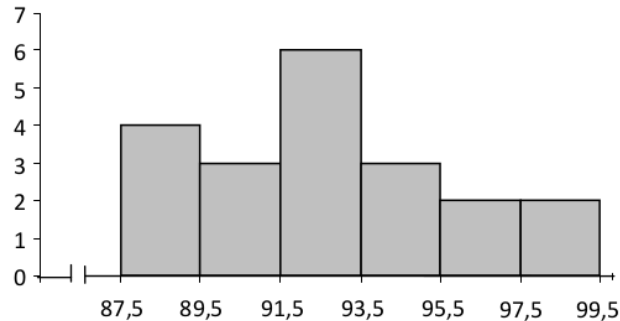


Figure 1: Histogram of school committee effectiveness (X)

Principals' Managerial Ability

Based on the results of data processing the managerial ability of junior high school principals in the City of Tanjungbalai through research instruments shows that the lowest score is 79.00 and the highest score is 96.00 while the average is 89.35 median is 91.00 mode is 91.00 standard deviation is 5, 08. Based on the average value, the median and mode show the values that are not much different, this shows that the frequency distribution of managerial ability of junior high school principals in Tanjungbalai City has a data distribution that is normally distributed.

The frequency distribution of managerial abilities of junior high school principals in Tanjungbalai can be seen in table 2 below:

Table 2: Data Frequency Distribution for Managerial Ability in the Principal of Junior High School in Tanjungbalai City

Class Interval	Frequency	Percentage
79 – 81	2	10%
82 – 84	2	10%
85 – 87	3	15%
88 – 90	2	10%
91 – 93	7	35%
94 – 96	4	20%
Total	20	100%

While this variable histogram can be shown in the following graph:

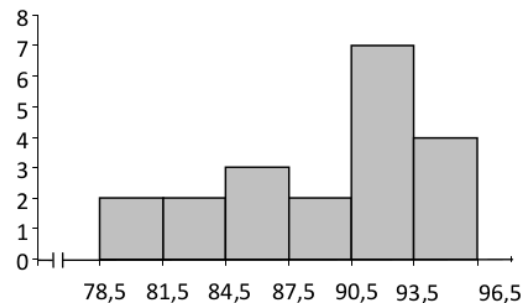


Figure 2: Histogram of the Principal's Managerial Ability in the City of Tanjungbalai

3. Trend of Research Variables

According to SutrisnoHadi, (1993: 135) that scores can be classified with the following criteria: 1) High level: from mean + 1 elementary school and above, 2) Medium level: from mean - 1 SD to + 1 SD, 3) low level : from mean - 1 SD down.

3.1. Trends in Variables in Effectiveness of School Committees

Based on the calculation results, there is a tendency for the effectiveness of school committee variables in the following table:

Table 3 Trends in the Effectiveness of School Committees

Category	Score Classification	Total	Percentage
High	96 – 99	4	20,00%
Average	92 – 95	9	45,00%
low	88 – 91	7	35,00%
Total	-	20	100,00%

Based on the above table, it can be clearly seen that the level of tendency of school committee effectiveness is quite high, namely 20.00%, while other respondents are in the moderate category at 45.00% and the low category is 35.00%. This means that in Tanjungbalai City Middle School there is a tendency for the effectiveness of the school committee to be classified as moderate.

3.2. Variable trends in Principal Managerial Ability

Based on the calculation results, there is a tendency for the managerial ability level of junior high school principals in Tanjungbalai in the following table:

Table 4: Middle School Manager Principal's Managerial Ability Level

Category	Score Classification	Total	Percentage
High	94 – 96	4	20,00%
Average	89 – 93	9	45,00%
low	79 – 88	7	35,00%
Total	-	20	100,00%

Based on the above table, it can be clearly seen that the level of managerial ability of junior high school principals in Tanjungbalai is classified as high, at 20.00%. While the other respondents included in the moderate category were 45.00% and the low category was 35.00%. This means that in Tanjungbalai City Middle School there is a tendency for the middle school manager's managerial ability to be classified as moderate.

IV. Discussion

There is a significant contribution between the effectiveness of school committees on the managerial ability of junior high school principals in Tanjungbalai City

From the results of the correlation analysis between the effectiveness variables of school committees (X) and managerial abilities of junior high school principals (Y), the correlation coefficient value of r_{xy} was 0.618. This shows a significant correlation. So it can be concluded that the effectiveness of the school committee with the managerial ability of the junior high school head has a significant and positive contribution. This contribution occurs because the activities carried out by the school committee can solve the problem, because of the ability of the school committee to choose the right targets and methods in accordance with these objectives. So the role of the school committee is more effective. In line with Devung (1988) that the effectiveness of school committees is to do the right thing or to get things done properly which includes the selection of the most appropriate targets and the selection of appropriate methods to achieve these goals. This is supported by Handayani (1990) effectiveness is a measurement in the sense of achieving a predetermined goal or goal.

The above contribution is also shown by the role of the school committee in terms of carrying out its duties and responsibilities consistently meaning that the ideas of the duties and responsibilities of the school committee are implemented. As Arifin (1986) argues that the duties and responsibilities of the school committee are: 1) holding meetings between parents / guardians of students and teachers together discussing matters related to the school, exchanging ideas and if necessary making decisions about something that needs to be held. 2) organizing everything needed by school students and teachers that have not been and are not sufficient by the government. This is in line with the Joint Decree of the Minister of Education and Culture, the Minister of Home Affairs and the Minister of Finance dated November 20, 1974, no. 0257 / K / 1974, no. 221 of 1974 and

no. Kep-1606 / MK1 / 11/1974 which formed the Educational Management Assistance Agency (BP.3) which contains the dominance of community participation with its duties: 1) Trying to encourage and improve good relations between families, communities, schools and the Government, both individually and organizationally. 2) help the smooth running of education activities and maintenance and seek facilities and / or assistance from the community that does not add to the burden of parents or guardians of students.

In addition, the strategic function of school committees in enhancing the managerial ability of school principals is 1) Encouraging the growth of community attention and commitment to the provision of quality education, 2) Cooperating with the community (individuals / organizations, the business world, industrial world) and the government with regard to organizing quality education, 3) Accommodating and analyzing aspirations, ideas, demands and various educational needs proposed by the community, 4) Providing input, consideration and recommendations to the education unit regarding: a) educational policies and programs, b) education budget plans and school expenditures, c) education unit performance criteria, d) education personnel criteria, e) education facility criteria, f) other matters related to education. 5) Encourage parents and the community to participate in education to support the improvement of the quality and equity of education. 6) Raising public funds in the context of financing the implementation of education in the education unit. 7) Evaluate and supervise the policies, programs, implementation and output of education in the education unit.

Improving the principal's managerial ability is also due to the more proactive role of school committees, namely 1) giving consideration in determining and implementing education policies in education units. 2) support the implementation of education in education units in the form of both thinking and financial. 3) control the administration of education in the education unit in the context of transparency and accountability. 4) become a mediator between the government and the community in efforts to improve the quality of education in the education unit.

With the functions and roles of the school committee above, an increase in the managerial ability of school principal is realized. Moreover, it was clearly stated by the Ministry of National Education (2002) that the purpose of the school committee was a) To accommodate and channel the aspirations and initiatives of the community in giving birth to operational policies and educational programs in the education unit. b) Increase the responsibility and participation of the community in the administration of education in the education unit. c) Creating a transparent, accountable and democratic atmosphere and conditions in the organization and quality of education services in education units. Implemented the above conditions, has led to allegations that the effectiveness of the school committee made a significant contribution to the managerial ability of the headmaster of junior high school in Tanjungbalai City.

V. Conclusion

Based on the results of research that has been done, analysis and testing of hypotheses in this study, the authors can take some conclusions as follows: There is a significant contribution between the effectiveness of school committees on the managerial ability of junior high school principals in Tanjungbalai City. This means that the better the effectiveness of the school committee, the better the managerial ability of the junior high school head in Tanjungbalai City.

Efforts to improve the managerial ability of junior high school principals through the effectiveness of school committees can be done by providing upgrades on the duties and responsibilities of school committees, so that school committees understand what their duties and responsibilities are as school committees. In addition, the Head of Department needs to provide rewards for school committees who can carry out their duties and responsibilities in accordance with the provisions of the duties and responsibilities of the school committee, both in the form of non-material awards and other facilities. With this reward the school committee feels that its work is not only limited to completing tasks and responsibilities without attention, but the quality of work is highly valued by the leadership. Therefore school committees must strive to be as effective as possible to realize their performance, so that with the managerial headmasters are able to make harmonious cooperation in efforts to improve the quality of education.

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