

Analysis Principal's Performance in Managing Human Resources at SMK Negeri 1 Gunungsitoli Utara

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Abstrak:

The performance of school principal in managing human resources involves efforts to develop and utilize the potential of teaching and educational staff effectively to achieve educational goals. This research aimed to analyze the performance of the principal in managing human resources and the principal's efforts in improving the skills of English teachers at SMK Negeri 1 Gunungsitoli Utara. The research method used was a qualitative method with a descriptive approach. Data were collected through direct observation and structured interviews with the school principal and two teachers. The research results showed that school principal demonstrated good managerial competence in three main aspects: leadership, management of teacher and staff human resources, student management. The principal was success in leading meetings effectively, providing clear direction, and motivating teachers and staff for professional development. In managing human resources, school principal routinely carry out performance assessments, prepared efficient work schedules, and encouraged staff participation in decision making. In the field of student management, the principal was success in managing the admission of new students, placing students according to their abilities, and apart from that, the principal also provided teachers' needs such as books, dictionaries and moreover the principal gives teachers the freedom to increase their potential independently and also implemented *MGMP (Musyawarah Guru Mata Pelajaran)* as an effort to improve the skills of English teachers. The school principal demonstrated strong leadership, effective human resource management, and successful student management.

Kata kunci: Human Resources Management, Managerial Competence, Principal Performance

Introduction

Leadership is an important force in the context of school management, therefore the ability to lead effectively is the key to the success of a school organization. The principal is someone who has a very important role in the quality of the school, this is because the principal is the leader of all school members. So that the quality of the principal will influence the quality of every member of the school. According to Yogi Irfan Rosyadi in Samsilayurni, (2022) the school principal is a leader who has a very decisive role in developing an educational institution, including being the holder of control in an educational institution. The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons (Wahjosumidjo in Siahaan, 2018: 159). Based on observations researcher found several problems in the field, especially the principal's duties as a manager

in human resource management, including not fulfilling the criteria in carrying out duties as a leader as a whole, where there is still a lack of training and development provided to teachers, teacher assignments that are still not in accordance with their fields. With some of the problems that have been observed above, researcher want to conduct an analysis of why this can happen and the main factor in dealing with this is the principal as a school leader and manager.

Literature Review

According to Sudrajat (2018), the performance of school principals can be measured through their ability to plan school programs, organize resources, lead staff, and control the implementation of activities in accordance with educational goals. Meanwhile, Hasbullah (2021) emphasized the importance of the quality of the principal's communication with teachers and staff to ensure that the school's vision is achieved through good collaboration. The performance of a school principal can be seen from the achievement or implementation of its four main functions. (Arismunandar et al, 2018: 25-26) states that the function of the school principal is to carry out a group of activities which include the following: educator, manager, supervisor, and administrator.

Managing Human Resources in the educational context, especially in schools, refers to the strategies and practices used by school principals to optimize the performance of teachers and staff to achieve educational goals. According to Hasbullah (2021), human resource management in schools must be oriented towards developing teacher competency through continuous training, systematic performance evaluation, and providing a supportive work environment. In addition, Armstrong (2020) in his research emphasizes the importance of a collaborative approach in HR management, where school principals need to ensure effective communication and active participation from all relevant parties in decision making. (Stoner in Sidiq, 2021: 102-103) so that a school principal can effectively carry out his function as a manager, the principal must understand and be able to translate into actions or behavior the values contained in three skills, namely: Technical skills , Human skills, Conceptual Skills.

Research Method

This research was conducted using qualitative research with a descriptive approach. According to Moleong in Putri & Hendar (2022), qualitative descriptive research explains how to understand phenomena, behavior, motivation, actions, and similar aspects of the research subjects holistically, and how to describe the results in the form of words and sentences. In this research, the researcher used a descriptive qualitative approach to understand the clarity of the phenomenon in the performance of school principals in managing human resources in schools, specifically at SMK Negeri 1 Gunungsitoli Utara. By employing qualitative descriptive methods, the researcher analyzed and provided explanations and descriptions in the form of words and sentences, which were arranged according to the results of the research that had been conducted.

Result

The researcher carried out observations of the school principal starting on July 29 and 31, 2024, then continued the observations in August on the 1st, 3rd, and 5th of 2024. The observation checklist used is based on "Regulation of the Minister of National Education Number 13 of 2007 concerning School Principal Standards which regulates School Principal Competency Standards."

Table 1. Observation of Principal Performance

No .	Competence	Indikator	Meet ing 1	Meet ing	Meet ing	Meet ing 4	Meet ing 5	Keterangan
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				2	3			
1	Able to lead teachers and staff in order to optimally utilize human resources	The principal is able to lead meetings effectively.				✓		On August 3, researchers saw the principal chairing a meeting to welcome the 79th anniversary of the Republic of Indonesia and chairing the meeting well.
		The school principal has open and transparent communication	✓	✓	✓	✓	✓	The principal always has transparent communication with all teachers and staff
		The school principal is able to divide tasks and responsibilities fairly and in accordance with the competencies of each teacher and staff.	✓	✓	✓	✓		Researchers see that there are still teachers who teach not according to their competence
		The principal provides motivation to teachers and staff and encourages professional development through training or other learning opportunities.	✓		✓		✓	The principal always motivates teachers but there was still a lack of training given or provided by the principal.
		The principal is able to resolve internal conflicts between teachers or staff wisely and fairly	✓	✓	✓	✓	✓	The principal creates a school environment that is far from conflict between teachers and staff
2	Able to manage teachers and staff in order to optimally utilize human resources	The school principal regularly assesses the performance of teachers and staff and provides constructive feedback.	✓	✓	✓	✓	✓	Every morning the principal monitors the class to see whether the teacher has carried out his duties/entered the classroom
		The school principal is able to prepare an efficient work schedule for teachers and staff, paying attention to the balance between workload and ability	✓	✓	✓	✓	✓	The teacher's work schedule has been prepared and printed and distributed to each teacher according to their respective abilities
		The principal provides opportunities for teachers and staff to participate in decision making or developing school programs.	✓	✓	✓	✓	✓	The principal always asks teachers for advice regarding school development

		The school principal actively monitors and evaluates the implementation of teacher and staff duties to ensure all work goes according to plan.	✓	✓	✓	✓	✓	During the observation, the researcher saw that the principal always monitored every activity of teachers and staff in their respective fields
		The school principal encourages and supports the career development of teachers and staff through promotions, training or other relevant capability development.	×	×	×	×	×	During the research, the researcher did not find any promotions or training being provided by teachers or staff
3	Able to manage student affairs, especially in the context of accepting new students, placing students, and developing student capacity.	The school principal is able to manage the new student admission process effectively, including fair selection and in accordance with established procedures.	✓	✓	✓	✓	✓	The principal and teachers are able to manage the acceptance of new students as proven by the presence of new students at school in the new semester
		The principal places students according to their abilities and educational needs, including considering psychological and academic aspects	✓	✓	✓	✓	✓	Student placement is tailored to each student's chosen expertise and major
		The school principal initiates and manages programs aimed at developing student capacity, both academic and non-academic.	×	×	×	×	×	During the research, researchers have not found this program
		The school principal carries out regular monitoring and evaluation of student programs and student development.						The principal always monitors when the time comes.
		The principal is quick and precise in dealing with problems faced by students, such as discipline, learning or social problems.	✓	✓				The researcher did not see problems at school with students, but in meetings 1 and 2 the researcher saw the school principal in resolving the problems of former students who were concerned together with their parents.

The next stage for data collection is interviews. At this stage the researcher conducted interviews directly at school with the head of SMK Negeri 1 Gunungsitoli Utara and also with the teacher. Data collection for this interview was carried out on 7 and 8 August 2024. Following are some questions used in interviews:

1. Does the Principal communicate the school's vision, mission, goals, objectives and strategic programs to all teachers? and staff?
2. Does the Principal communicate, provide direction, assign, and motivate teachers and staff to carry out their respective main duties and functions in accordance with established standard operating procedures?
3. Does the Principal make decisions using the right strategy?
4. Does the Principal plan teacher and staff needs based on the school development plan?
5. Does the Principal manage the coaching and professional development activities of teachers and staff?
6. Does the Principal manage the placement and grouping of students in classes according to the aims and objectives of the grouping?
7. Has the Principal developed a monitoring system for student learning progress?
8. Has the Principal developed a reward system for students who excel?
9. Does the Principal establish and implement school rules and regulations to maintain student discipline?
10. What are the Principal's efforts to improve the skills of English teachers?

Discussion

Based on the results of observations, overall the the principal at SMK Negeri 1 Gunungsitoli Utara demonstrated solid managerial competence in leading teachers and staff, managing human resources, and managing students. Although there were several areas that required improvement, such as a division of tasks that was more in line with competency, continuous improvement would further strengthen the principal's capacity in achieving better and optimal educational goals.

From interview result overall showed that the principal at SMK Negeri 1 Gunungsitoli Utara demonstrated very good performance in managing human resources in accordance with managerial competencies regulated in Law No. 13 of 2007. The principal effectively communicated the vision, mission, and strategic programs to all teachers and staff, which was reflected in student achievement and high discipline. The direction and motivation given had a positive impact on teacher performance, with regular and standardized task implementation. Decision-making was carried out democratically and inclusively, strengthening the commitment of all parties. Planning for teacher and staff needs was conducted systematically, although there were some shortcomings in the fulfillment of facilities, such as the uneven distribution of infocus projectors in all classes. The student progress monitoring system and awards for outstanding students were also well implemented.

Conclusion

In general, in the world of education, the principal is the main leader. In this research, the principal of SMK Negeri 1 Gunungsitoli Utara demonstrated an important role in managing human resources, especially in the aspects of planning teacher and staff needs and managing student placement. The principal actively builds solid teamwork by holding meetings that always involve teachers and staff in making important decisions. This shows the principal's commitment to creating a collaborative and

supportive work environment. In addition, the school principal shows strategic abilities in ensuring that facilities to support the learning process are available and used effectively, as well as arranging the placement and grouping of students according to academic needs. Even though there are several shortcomings, especially in the professional development aspect where the frequency of training is still not optimal, and also the placement of teachers is still not in accordance with their expertise, the principal still shows consistent efforts in supporting staff development and achieving school goals. Overall, this research shows that the principal of SMK Negeri 1 Gunungsitoli Utara has carried out his role well in managing human resources in his school, although there are still several things that need to be improved to achieve more optimal results.

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