

Implementation of School Leadership on Smp Teacher Resources in Barlind School Medan

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Abstract

This study aims to: 1) find out the general description of the implementation practices of principal leadership of SMP teacher resources at Barlind School Medan and 2) identify the constraints experienced by junior high school teachers at Barlind School Medan in the implementation of quality improvement program teacher resources of SMP Barlind School Medan. This research is an evaluation research conducted through case study at SMP Barlind School Medan. Sources of data in this study are all teachers of junior high schools, principals, and chairman of the foundation. The data were collected by using questionnaire method and direct interview. Data analysis technique used descriptive analysis. The results showed that: 1) In general, implementation of the principal's leadership of SMP Barlind School Medan teacher resources has been going well; and 2) in general, there are no obstacles faced by the school in the implementation of leadership in improving the quality of teacher resources, which includes: a) the authority of the principal and foundation to perform the process of recruitment and self-selection of prospective teachers required by schools, and b) the school principal is able to optimize the implementation process of improving the quality of teachers' resources in his / her authority, which is due to the ability of the principal's leadership, the mastering of technical teacher performance appraisals, and classic obstacles such as the lack of budget and the lack of respect for teachers towards their career development programs.

Keywords: Leadership, Teacher Quality, and SMP Barlind School Medan

1. Introduction

Education has a very important role to improve the quality and progress of a nation. In improving the quality of the government has made many efforts to fix and improve the quality of education both in the learning process and all the tools that support the implementation of education. Efforts to improve quality is expected to increase the dignity and human dignity of Indonesia. To achieve these goals, it is expected that education can grow in line with the changing times.

SMP Barlind School Medan is a school located in North Sumatra, Medan. SMP Barlind School Medan is a private school run by a foundation chairman and in its execution headed by a principal.

There are several main strategies in the implementation of principal leadership in SMP Barlind School Medan, both related to improving the quality of input, process and output. Strategies related to improving the quality of inputs, among others, are implemented in the preparation of adequate inputs to be able to provide good education in the school.

Some key strategies related to the process aspects include: 1) the existence of efforts to improve the quality of learning and 2) ICT-based learning. There are several strategies in producing out put quality, among others: 1) the quality of graduates based on the national curriculum; 2) the ability of graduates related to ICT; and (3) recognition of graduates by the world of work or educational institutions. One of the most strategic components in the implementation is the preparation of teacher resources. Teachers have a very strategic role in efforts to improve the quality of education, even other adequate education resources are often less meaningful if not supported by the presence of qualified teachers. In other words, teachers are at the forefront of improving the quality of education services and outcomes. So it can be said that the teacher is the main key in improving the quality of education. The teacher is a professional position so that a teacher must be able to perform his duties professionally. A person is considered professional when able to perform tasks by always adhering to professional ethics, independent, productive, effective, efficient and innovative and based on the principles of service excellence based on the elements of science or systematic theory, professional authority, and a regulative code of ethics (Mudjiono, 2002).

In Government Regulation No. 74 of 2008 on teachers, it is stated that the competencies that must be owned by a teacher include pedagogic competence, personality competence, social competence, and professional competence. For teachers, in addition to the four competencies must be supplemented with other competencies as required for teachers, among others: 1) able to carry out the learning well, and apply information and communication technology. Therefore, schools should seek to improve the quality of teachers' resources. In relation to the role of such a strategic teacher, the implementation of SMP Barlind School Medan will be able to run as a predetermined standard if the school is able to prepare professional teacher resources. To realize these conditions requires the principal leadership in the resources of teachers in earnest and can be implemented

effectively.

This study was conducted to obtain a description of the implementation of principal leadership in teacher quality improvement program at SMP Barlind School Medan, which is based on the provisions set by Kemendikbud.

According Hasibuan (2003), resource management is the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. Meanwhile, according to Nawawi (2005), human resources management is the process of human empowerment as a human worker, so that the physical and psychological potentials that have a maximum function for the achievement of organizational goals. Furthermore, according to Donald in Jay (2008), human resource management is a process whereby an organization can ensure that the organization has the right number of employees, the right type, and at the right time to perform the tasks economically. Human resource management includes several processes, among others: 1) Recruitment, 2) Selection, 3) Placement, 4) Performance appraisal, and 5) Teacher career development.

1. Recruitment

Recruitment is an active effort in finding potential candidates by influencing them to be willing to fill positions within a school operating institution (Gordon *in* Jay, 2008).

With the process of recruitment of competent teachers, is expected to be able to provide new colors in the classroom, so that the learning process will become more effective and efficient. With the existence of qualified teachers will be very instrumental in determining the effectiveness of a school. Therefore, recruiting the best teachers is the most important task of a school operational institution.

2. Selection

The selection process is to get qualified candidates and qualifications in accordance with job descriptions available or in accordance with the needs of the organization (Susilo, 2007).

In the selection process required a number of prospective teachers who have high competence, which clearly in accordance with the tasks that must be done, and the position of available job vacancies. In order to make selection fair and objective, a selection criterion must be established.

Although no selection criteria is perfect, there is a need for a series of criteria in the selection process, such as which parties should be involved, what criteria are relevant, what competencies are required, what personal qualities are expected, and what written policies are needed in employee appointments.

3. Assignment

The job placement phase aims to place the right person in the right position. According to Jones *in* Jay, (2008), several factors that affect the placement of new teachers are: (1) work positions that are available, (2) vacancy, (3) change of teacher qualification, (4) change of education program, (5) change of student number, (6) technological change, and (7) change of organizational structure.

4. Performance Evaluation

Performance appraisal or performance appraisal is a process of evaluation or assessment of work performance or performance performed by an organization against its employees (Susilo, 2007).

With the performance appraisal, is expected to be a motivation for all employees who work in an organization, that is to always improve the ability it has, because what is done by all employees will always be assessed by superiors.

Performance appraisal of employee performance or employee performance has several benefits, for example: improvements in work performance, compensation adjustments, making compensation decisions, training and development needs, employee career planning and development, errors staffing processes, information inaccuracies, placement errors, misconduct, and due to external challenges (Susilo, 2007).

5. Teacher Career Development

According to Hamdani (2011), students will be able to learn better from teachers and management staff who themselves also learn, think and develop. To realize these conditions need a proper step to design and implement teacher quality improvement program.

The goal of teacher career development is to help teachers to achieve better performance in their work, and to assign new responsibilities and tasks to them (Jay, 2008). In a study supported by the American Association of School Administrators, found the four reasons for the need for career development or the potential of a teacher, namely:

- 1) The changing, changing and changing demands of the curriculum.
- 2) Working pressure, with the development of work potential then the teacher will be able to cope with stress due to work pressure.
- 3) The demographic challenge, which is to better understand the students both in the present and the future.
- 4) Methodological demands, that is for learning lebh interesting, and in order to serve the diversity of the development of learners.

Adequate educational resources are often meaningless if they are not supported by the presence of qualified

teachers. Therefore, success in efforts to improve the quality of education is highly dependent on the availability of qualified human resources, which primarily are teachers.

Research methods

This research is an evaluation research, conducted through case study at SMP Barlind School Medan in North Sumatera. This model is a model that emphasizes the analysis in the implementation of teacher quality improvement program according to the provisions set by the foundation with the real condition at SMP Barlind School Medan that became the object of research.

As a source of data is the party who became the target or directly related to the implementation of human resources development program, especially the teacher resource management. The number of respondents is 86 teachers. For data validation, interviews with the head of foundations, headmasters and all teachers of SMP Barlind School Medan are the object of research.

The data were collected by using questionnaire method and direct interview. The instrument used is in the form of a questionnaire. This questionnaire is more inventory that is used to reveal facts relating to the implementation and effectiveness of teacher quality improvement programs at SMP Barlind School Medan. The instrument validity test is based on the validity of the content, which is done through logical reasoning, through rational judgment. Data analysis technique is done by using qualitative descriptive technique.

Research Results and Discussion

The results of research conducted at SMP Barlind School Medan, involving 86 respondents of teachers, can be described as follows.

1. Recruitment

The results show that schools recruit prospective teachers themselves, because schools have the authority to recruit prospective teachers themselves, and the authority has been run by the Foundation and the Principal. These results indicate that in terms of performing teacher resource management related to the recruitment of prospective teachers required, the school can perform well, because of the authority for the school concerned to recruit the required teacher candidates. In this case, the role of the school is to accept the needs of the teacher candidate along with the requirements for the qualifications and areas of expertise of the required teacher.

2. Selection

From the results of the research indicates that in the case of teacher resource management related to the selection or screening of the required teachers, the school has performed well, because of the authority for the school concerned to recruit and select the required teacher candidates.

During this time, schools receive prospective teachers who have been recruited and selected by the principal and approved by the foundation, which has been determined based on the proposed needs and criteria (qualifications and areas of expertise).

3. Assignment

Based on the research that has been done on the assignment, obtained the results: 1) Compliance with the competence obtained by 93.02%, 2) Fulfillment in carrying out obligations in the implementation of learning process obtained by 4.65%, and 3) Equalization of workload obtained by 2, 33%. This can be seen in Table 1 below.

Table 1. The basic percentage in teacher assignment

Number	Basic in teacher assignment	Percentage (%)
1	Compatibility with competence	93.02
2	Fulfillment in performing obligations	4.65
3	Equalization of workload	2.33

For more details, this can be seen in Figure 1 below.

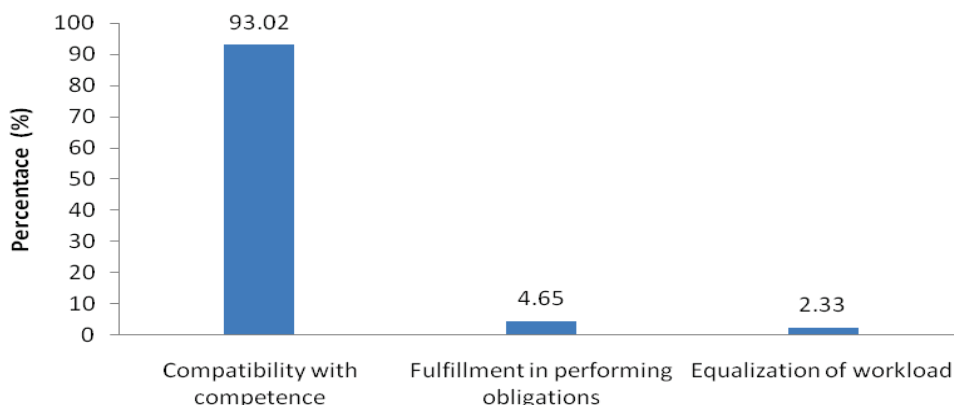


Fig 1. Percentase in assignment

4. Performance Evaluation

Based on the research that has been done on teacher performance evaluation, the results obtained from: 1) the foundation school found 75.58%, 2) the education office obtained by 19.77%, and 3) the principal obtained by 4.65%. This can be seen in Table 2 below.

Table 2. Percentase of performance evaluation

Number	Evaluation	Percentage (%)
1	The Foundation	75.58
2	Education Authorities	19.77
3	Headmaster	4.65

For more details, this can be seen in Figure 2 below

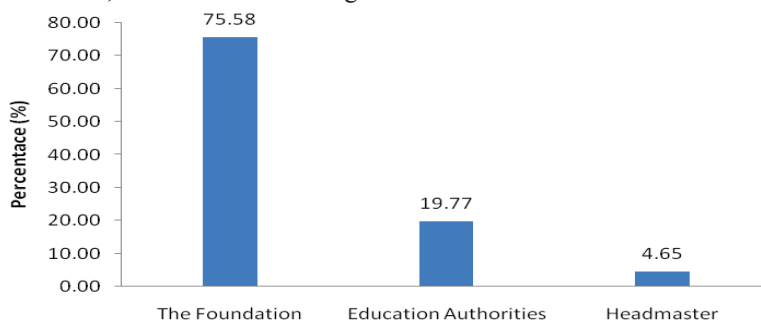


Fig 2. Percentase in evaluation

The mechanism or procedure for the implementation of teacher performance evaluation is mainly done when the teacher asks for promotion or documentation, that is through examination of documents or assessment of physical evidence relating to the performance of teachers obtained by 90.70%, direct observation of teacher performance when teaching in the class obtained by 5.51%, and through analytical procedures obtained by 3.49%. This can be seen in Table 3 below.

Table 3. Percentase of evaluation implementation mechanisms

Number	Evaluation Implementation Mechanism	Percentage (%)
1	Document check	90.70
2	Direct observation	5.51
3	Analytical procedures	3.49

For more details, this can be seen in Figure 3 below

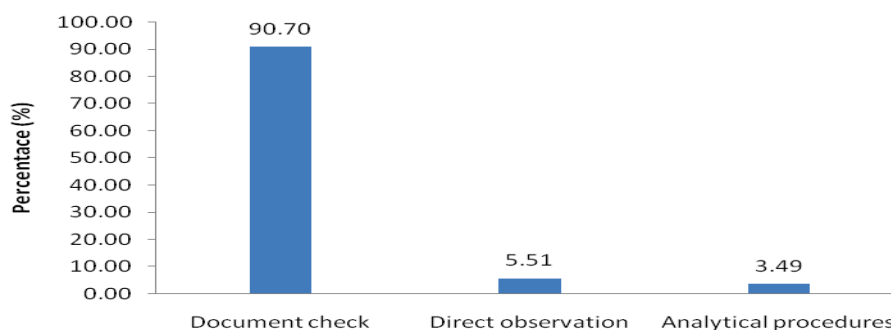


Fig 3. Percentage of evaluation mechanism

The description of the results of this study indicates that in terms of performing teacher resource management related to teacher performance evaluation, that the school has been able to implement it well, ie through examination of documents or physical evidence relating to teacher performance, and little is done through direct observation of teacher performance when teaching in class.

5. Teacher Career Development

Based on the research that has been done on teacher career development, to: 1) follow the training obtained results of 48.84%, 2) the development of professionalism of teachers in the learning process obtained results of 31.40%, 3) self-development in the form of seminars obtained results of 12.79%, and 4) teacher performance improvement resulted by 6.98%. This can be seen in Table 4 below.

Table 4. Percentage of teacher career development

Number	Teacher career development	Percentage (%)
1	Training	48.84
2	Professionalism	31.40
3	Seminar	12.79
4	Improved teacher performance	6.98

For more details, this can be seen in Figure 4 below

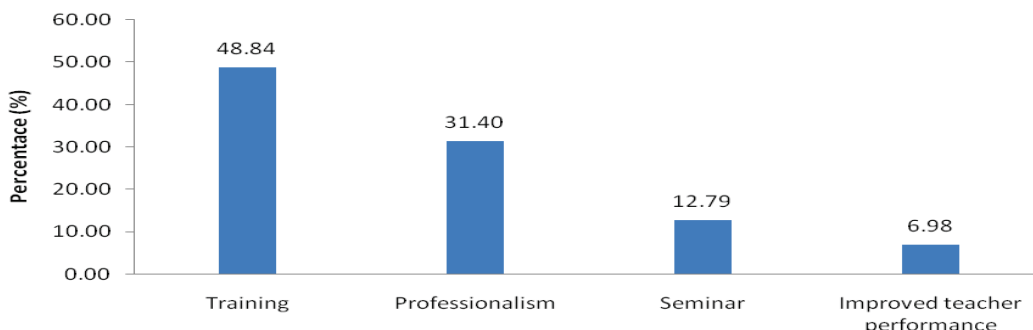


Fig 4. Percentage career development

Some obstacles in the implementation of teachers career development programs, among others: 1) technical obstacles, namely the contraction of teaching time schedule with training programs or seminars to be followed by teachers obtained by 29.07%; 2) non-technical obstacles, ie low level of enthusiasm or desire of teachers to follow career development program obtained by 26,74%; 3) the minimum budget for the program is 20.93%; 4) working period obtained by 13.95%; 5) the assumption that career development is the teacher's personal affairs concerned is obtained at 5.81%; and 6) many training programs that are less suitable to the needs, both the needs of the teachers concerned and the needs of schools obtained by 3.49%. This can be seen in Table 5 below.

Table 5. Percentage of teacher career development

Number	Constraints in implementing	Percentage (%)
1	Technical constraints	29.07
2	Non technical constraints	26.74
3	Lack of budget	20.93
4	Working time	13.95
5	Presumption	5.81
6	Training programs that are less appropriate	3.49

For more details, this can be seen in Figure 5 below

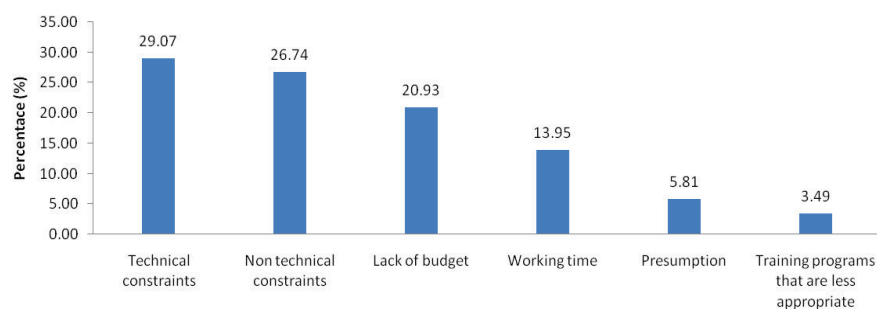


Fig 5. Percentage constraints in implementing

Regarding the effectiveness of career development programs of teachers, most respondents stated effective enough to develop career of teacher according to purpose or type of career development program that executed. Successively, respondents stated that teacher career development programs can: 1) encourage teacher professionalism, 2) provide information on teachers who are eligible to be promoted, 3) foster organizational loyalty and commitment, and 4) reduce the barriers to teacher career development.

Descriptions of the results of this study indicate that in the case of teacher resource management related to teacher career development, the school has been able to implement it well, although career development programs implemented by schools, mostly still in the form of teacher delivery programs to follow the training, to follow the teaching and learning process, the delivery of teachers to attend seminars, workshops, educational workshops, and very little in the form of teacher performance improvement programs. The results of this study indicate that in the case of teacher resource management, particularly related to the process of recruitment and selection of required teachers, the school can perform well, because of the authority for the school concerned to recruit and select the required teacher candidates. In this case, the role of the principal is to propose the needs of the teacher candidate along with the requirements for the qualifications and areas of expertise of the required teacher. Implementation of teacher resource management consists of three aspects, among others: 1) assignment process, 2) performance evaluation, and 3) career development. This is based on the fact that the teacher performance appraisal that has been implemented so far has been planned and implemented properly. Assessment has been done by schools and education offices so far more normative, or incidental when the teacher proposed promotion / position, and has not had any implications or impact in improving the performance or career development of teachers in the future.

The results of this study are consistent with the practice of school management, including human resource management, in private schools, where schools really have full authority to apply the above management principles, ranging from recruitment, selection, assignment, performance evaluation, and career development of teachers.

In fact, the assessment or evaluation of teacher performance is a very important instrument in determining the sustainability of the position or the status of teachers of SMP Barlind School Medan. Through this performance appraisal, the SMP Barlind School Medan can fully manage all teachers, because based on the results of this performance appraisal or performance, the teacher status and the continuity of the teacher's office are determined.

During this time, schools only accept prospective teachers who have been recruited and selected by the foundation and principal, which has been determined based on the proposed needs of teachers submitted by the principal. Therefore, the role of the principal is to propose the needs of the teacher candidate along with the requirements for the qualifications and areas of expertise of the required teacher. In addition, the process of performance appraisal or teacher work performance is a very vital instrument to determine the continuity of teacher status and teacher position.

Performance appraisals or evaluations are carried out more formally through DP-3 assessment, or performance appraisals based on physical evidence or documents submitted by teachers when applying for promotion. Meanwhile, promotions or promotions are also much related to performance, but more are based on seniority and educational qualifications, achievements or performance. However, competent parties, especially principals, can actually implement teacher resource management on three aspects of school authority: the process of assignment, assessment or performance evaluation and teacher career development. But it is unfortunate that the principals generally do not have the ability and courage to optimize the roles that become his authority. The classic reason that always arises is because of the lack of budget to be able to implement these three management processes.

Conclusion

Based on the results of research and discussion above, it can be taken several conclusions, among others:

1. In general, the implementation of teacher resource management at SMP Barlind School Medan has been going well. This is mainly because on the one hand the school has the authority to conduct recruitment and self-selection of prospective teachers, the school has optimized the process of teacher resource management that becomes its authority, that is in the process of assignment, performance evaluation and teacher career development.
2. Broadly, the school experienced in implementing teacher resource management has been running well, which is related to two main issues, namely: 1) the existence of the school's authority to perform the recruitment and selection process of prospective teachers required by schools, as this is the authority of principals and foundations; and 2) the school has been able to optimize the process of teacher resource management in its authority, due to the managerial capability of the principal, the master of the technical assessment of teacher performance, and the classic obstacles such as the lack of budget and the lack of respect for teachers towards their career development programs.

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