

EVALUATION OF PRINCIPAL MANAGERIAL IMPLEMENTATION

Herlina LIDIAWATI¹, Hamid Al JUFRI², Abd Rahman A. GHANI³

SDN Cileuksa 01¹, Universitas Muhammadiyah Prof. DR. HAMKA^{2,3}

herlinalidiawati75@gmail.com¹, jufri@uhamka.ac.id², rahman.ghani@uhamka.ac.id³

ABSTRACT

This study aims to determine the implementation of the principal at SD Negeri Sukajaya 01 Sukajaya District, Bogor Regency. The method used is the Qualitative Method. The evaluation model used is inequality (DEM). Collecting data obtained from various sources, backgrounds and sources through literature study. The results of this study indicate that the implementation of the Principal in managing the School in Standards of Facilities and Infrastructure and Standards of Educators and Education Personnel needs to be improved. The research subjects are the Principal, and the teachers. The object of research is all that is in the school under study. The research instrument intended as a data collection tool in this study were: grid sheets equipped with interview guidelines, in the form of questions, observations, and documentation studies of all observation activities carried out. Data collection techniques using the method of observation, interviews and documentation studies. Data analysis techniques are planning, data collection, data separator, verification and drawing conclusions. The results of the study show that: 1) the fulfillment of the standard of facilities and infrastructure is not optimal 2) the fulfillment of the standards of educators and education personnel needs to be improved 3) the fulfillment of the standards of sarpras and teaching and educational staff is not in accordance with the duties and functions of the principal. Duties and functions of the Principal as Manager 4) need to analyze the school's obstacles and challenges through a SWOT analysis.

Keywords: *Evaluation, Implementation, Principal Managerial*

INTRODUCTION

Damage to facilities and infrastructure, and the fulfillment of educators and education staff at SDN Sukajaya 01 are problems that must be solved so that they are not prolonged and become protracted problems. Facilities and infrastructure that must be provided by schools include: Furniture, educational equipment, educational media, books, textbooks, enrichment books, reference books, other learning resources, consumables, office machine tools, ICT, land, buildings, classrooms, library, laboratory, leadership room, teachers room, administration room, counseling room, UKS room, place of worship, student organization room, warehouse latrines, circulation room, sports area, playground and class/group. All facilities and infrastructure must meet standards both in maintenance and completeness.

The facilities and infrastructure at SDN Sukajaya 01 have undergone striking changes. Not experiencing development but showing decline. At first glance, you can see how many facilities there

are and infrastructure that shows no maintenance, so that the condition indicates that the existing facilities and infrastructure are on a scale of mild, moderate and severe damage. Schools which during the previous period were very well taken care of and experienced development and progress, while schools are currently experiencing setbacks, many facilities need serious treatment and be addressed as soon as possible. The school does not change paint from year to year, there are several facilities such as toilets and student study desks which are damaged. To complement the existing data, data collection was carried out through interviews, observations and other facts in the field.

The principal is the spearhead for the success of the school. The school principal must have good managerial skills so that the school's vision and mission are achieved and it becomes a quality superior school. Principals must have the ability to fulfill

The 8 National Education Standards include Content Standards, Process standards, Graduation Competency Standards, Educator and Education Personnel standards. Facilities and Infrastructure Standards, Management Standards, Financing Standards, and Educational Assessment Standards. The principal must also have the ability to fulfill the duties and functions of the principal including the principal as (1) educator (educator), (2) manager, (3) administrator, (4) Supervisors, (5) Leaders, (6) Innovators, and (7) Motivators, or often abbreviated as EMASLIM.

Principals, teachers and the education system cannot be blamed when problems occur in schools. There are many factors that can influence how education in Indonesia ranks low. There is a symbiotic relationship of mutualism resulting from the implementation of education activities in schools. The relationship between the teacher and the principal cannot be separated, the two influence each other. Teachers cannot make changes in the education system on their own. Technically, educational activities are heavily influenced by the principal and the quality of teachers.

The school principal is a teacher who is promoted and assigned the duties of the school principal. In his duties have the responsibility to plan, implement and manage. In the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals stipulates that there are 5 (five) competency dimensions that must be mastered by a school principal, including: Personality competence, Managerial competence, Entrepreneurship competence, Supervision competence and Social competence. In its development, community demands for school accountability have increased, so that demands on school principals have increased. In improving the quality of education, it is hoped that they will be able to carry out their functions properly as managers and leaders in schools.

School quality can increase because of the strategically important role of the Principal. The role as a leader, prime mover and agent of change is the basis for development in managing schools professionally. The principal must set a good example for his school members, have the art of managing subordinates, so that the school's vision and mission are achieved. The principal can follow the example of the Prophet Muhammad SAW who has 4 prophetic traits, namely fingerprint means true, amanah means trustworthy, patonah means intelligent, tabligh means trustworthy. If all school principals have the 4 characteristics of the Prophet Muhammad SAW, then the school will reach its target as a quality school. Quality leadership is leadership that has been exemplified by the Prophet Muhammad SAW, he led in all aspects of life and must be a role model for us, especially for leaders of educational institutions, namely school and madrasah principals.

In the principal's leadership style technique, it is expected to be able to lead, promote, nurture, guide, and provoke teachers, staff, students, parents and other parties who are bound to be able to be creative or act in an effort to achieve predetermined goals. The principal as a leader should have competencies or skills that encourage his capability as a leader in the school including good speaking skills, special expertise in his field, proper analytical skills, decisive and courageous in determining actions, high morale and have a clear vision, besides that, the principal is also required to grow and organize all other elements of the school in accordance with the Minimum Service Standards (SPM)

and National Education Standards (SNP).

Management is very important in all areas of life. In management, the performance of an organization can run optimally. Likewise with educational institutions. In good management, an educational institution will be able to develop optimally as expected. A management in this case is the principal, besides having to be able to carry out management processes that refer to management functions (Planning, organizing, actuating, controlling), they are also required to understand and implement all the substance of educational activities. (Weli, 2019)

METHOD

The research method used in the Managerial Implementation Evaluation of Principals at SDN Sukajaya 01 Sukajaya District, Bogor Regency is a qualitative research method. Subjective exploration technique/Qualitative research is a strategy that places more emphasis on the outer and inner understanding of a problem rather than looking at the problem for speculative research. In other words, relevant research/study is carried out by analyzing the problem on a case-by-case/issue-by-issue basis. Where one case with another will differ in nature and problems. The sampling technique for data sources uses a purposive sampling method, meaning that the data collection technique is based on certain considerations. The selected informants are considered to know best about what is expected and can provide information. Researchers took samples deliberately according to the necessary requirements. First, being rich in information means being able to provide adequate information and understanding regarding the managerial implementation of the principal at SDN Sukajaya 01. Second, being affordable means being easy to find and willing to share information with researchers. The key informants were the principal, several teachers who already had NUPTK.

This research on evaluating the Managerial Implementation of Principals at SDN Sukajaya 01 Sukajaya District, Bogor uses the Disparity Assessment Model Inconsistency Assessment Model (DEM).

The idea of an imbalance assessment is equivalent to the Objective Based Assessment proposed by Ralph Tyler. This imbalance model has six stages, namely: a. Develop plans and norms that determine the best quality of evaluation implementation (object of assessment), strategy, program or effort. b. Compile an assessment using the error assessment model. c. Deciding on the expected data contrasts with the actual implementation and guidelines that characterize the presentation of the object of assessment. d. Witness the object of assessment exhibition which combines program implementation, quantitative and subjective results. e. Distinguish the disparity between the execution norm and the original execution side effect of the object of judgment and determine the proportion of the imbalance. f. Determine the reason for the inconsistency between the norm and the exhibition of the object of assessment. g. Eliminate imbalances by making changes to the execution of the scoring object.

1. Evaluation Subject

Subjects can also be called evaluators are individuals who complete assessment work. Appraisal subjects are also characterized as entertainers or executors who complete appraisal work or individuals involved with appraisals. Evaluation subjects are included in the population, in addition to objects that have certain qualities and characteristics that are not fully regulated by the analyst to concentrate and then reach a determination. (sugiono, 2016:80)

The subject of the evaluation is the evaluator. The evaluators referred to in the evaluation of the managerial implementation of the Principal at SN Sukajaya 01 Sukajaya District this time were the researchers themselves and other informants including supervisors and teachers who already had NUPTK at SDN Sukajaya 01.

2. Techniques And Procedures. Data collection

The techniques and instruments used in this research are using the researcher as the research tool itself, with the aim that the analyst must be "approved" including understanding of examination techniques, subjective, knowledge authority to the field being contemplated, the willingness of scientists to enter the research object both scholastically and coherent (Sugiono, 2016: 222).

Subjective specialists/qualitative researchers as human instruments have the ability to determine the focus points of examination, select witnesses as sources of information, collect information, survey the quality of information, break down information, describe information and end their findings. (Sugiono, 2016:222). In this review, the instruments used were perception techniques, meetings, and documentation with the aim that the instruments used in this study were perception guides (direct perception to the inspection area), interview guides (which contain questions from top to bottom regarding the Managerial Implementation of SDN Principals Sukajaya 01, Sukajaya District, Bogor. So the researcher is a key instrument in qualitative research. (the researcher. is the key. instrument) (the researcher is the key instrument). (Sugiono, 2016: 223).

FINDINGS AND DISCUSSION

The Managerial Implementation of Principals at SDN Sukajaya, Bogor Regency, is as follows:

1. School Planning

School planning is carried out at SDN Sukajaya 01 which is carried out through the preparation of a school planning program which is carried out at the beginning of each year and conveys each program item which will later be carried out by all teachers, staff and employees as school principal partners. In fact, schools do not hold deliberations in preparing programs at school.

2. School Organization

Organizing the school in order to develop the school according to the needs of SDN Sukajaya 01, namely completing all the needs needed by the teacher in the process of Teaching and Learning Activities (KBM) at school so that students are interested in the learning process provided by the teacher in class. But in practice, there has been no development carried out by the principal in accordance with the needs of the school to develop the school.

3. Empowerment of School Resources and Human Resources

Empowering school resources and human resources at SDN Sukajaya 01 is maintaining and caring for all the assets owned by the school and facilitating teachers to participate in training and KKG either carried out by the local or central government. In implementing the empowerment of school resources and human resources in schools, there are no ways and steps taken by schools and involving teachers in making decisions. The results of document observations in the field showed that there were no documents regarding a list of teacher training programs and a list of school needs.

4. School Management

In order to manage school change and development towards effective learning at SDN Sukajaya 01, namely involving teachers in implementing a student center so that students are more active in learning and each student is able to express opinions. School development, carried out by involving all parties, namely teachers, staff and employees in the learning process teachers are required to use learning methods that are easy for students to understand and gradually the school tries to create a comfortable and conducive atmosphere at school. But in its implementation, schools have never included teachers in showing programs that lead to effective learning and there has been no management of school change towards effective learning. (Debarun Chakraborty, 2016)

5. School culture and climate

Creating a conducive and innovative culture and climate for student learning at SDN Sukajaya 01, namely students and teachers must be present 15 minutes before class starts, wear uniforms, the teacher manages the class and prepares the media needed during teaching and learning activities so that students are interested and understand better all the lessons delivered by the teacher. However, in practice only one or two teachers are creative and manage the class, there are teachers who have never even worn the prescribed school uniform. There are no innovations for the progress of the school. Teacher and Staff Empowerment

Managing teachers and staff in the context of utilizing human resources at SDN Sukajaya by holding school meetings, discussing deficiencies that exist in schools and directing teachers in the implementation of making learning tools such as syllabus and lesson plans at home so that they are more focused in providing material to students at school. In managing staff, the school provides advice and directions in preparing school documents and data so that school needs are completed. However, in practice school principals do not provide direction and action in efforts to empower human resources in schools, on average they only teach what is in textbooks without any effort to make learning tools. There are only one or two people who take the initiative to work on learning devices. Lack of guidance from school principals forces teachers and staff to be weak in knowledge and understanding of their duties and responsibilities towards teachers and staff in schools.

6. School Facilities and Infrastructure

Manage school facilities and infrastructure for optimal utilization at SDN Sukajaya 01 by maintaining existing facilities and infrastructure by appointing 2 school guards. The reality is that the facilities and infrastructure at the school are not maintained and have suffered a lot of damage. There was no attempt to repair or replace damaged facilities and infrastructure, let alone participate in the village musrenbang and submit proposals for improvements to the government.

7. School Cooperation Relations with the Community

Manage school and community relations in order to seek support, ideas, learning resources and financing at SDN Sukajaya 01, namely holding meetings with committees, parents, parents and community leaders to find the best solution in presenting their ideas to schools, especially in learning resources that have not been fulfilled by the school. Meanwhile, in the context of seeking school funding, the school has never asked parents, guardians of students and the community because it collides with applicable regulations, and the head does not communicate effectively with committees, parents, students and community leaders.

8. Studentship

Managing students in the context of admitting new students at SDN Sukajaya 01 held a PPDB committee with picket teacher scheduling but no committee decrees and PPDB programs were systematically made. Students who have entered the school are divided into 2-3 classes. The school divides classes and teachers into designated classes, it's just that there are several classes that don't have rooms, so there is a prayer room, library, art room which are used for study, the rest of the students study alternately with other classes during the day.

9. Curriculum

The curriculum was developed according to the rules and directions in the KTSP curriculum at SDN Sukajaya 01 by deliberation, it's just that the existing curriculum was made and did not involve students. The school makes the existing curriculum and the teachers only approve. The teaching and learning process that takes place usually the teacher leaves the class when unable to attend, and another teacher holds 2 classes with his class. There are no picket teachers because the number of teachers available is only sufficient for the class being held.

10. School Finance

Financial management that is in accordance with the principles of accountability, transparency and efficiency at SDN Sukajaya 01 should be used by the treasurer and operators to record expenses used by the school, known to the principal and teachers. However, in reality, schools carry out transactions, only the principal and operators record transactions, the treasurer is not 100% functional.

11. School Administration

The school does not have good administration in supporting the achievement of SDN Sukajaya 01 school goals both in the teaching and learning process and information from the government carried out by operators who do everything themselves starting from finance and student affairs, so that it is a heavy burden for the operators who do the work. Schools do not yet have good administration. there needs to be guidance from the school principal to carry out the duties and responsibilities as well as administrative functions.

12. Special Service Unit

Managing special school service units in supporting learning activities and student activities at SDN Sukajaya 01 still has deficiencies such as the absence of special counseling guidance at school, the school only has class teachers to handle students with special needs and need serious treatment, while class teachers do not receive guidance and training from experts. Need a process to get a special service unit.

13. School Information System Management

Manage the school information system to support program development and decision making at SDN Sukajaya 01, namely by seeking information from outside the school to develop school programs and revise programs that are not yet on target. Meanwhile, in making decisions, meetings are held with representatives of school principals to seek information or policies to be taken in making decisions.

14. Information and communication technology

The use of technology and information for improving learning and school management at SDN Sukajaya 01 has not yet been implemented, because the facilities and infrastructure and regional conditions have not been supportive to support the learning process, so that information technology has not been used in the teaching and learning process at school. all types of information and communication technology are obtained from the District Education Service.

15. Monitoring, Evaluation and Reporting

Monitoring, evaluating and reporting on the implementation of school activity programs with appropriate procedures, as well as planning follow-up at SDN Sukajaya 01, namely monitoring or supervising teachers in the classroom, looking at the plans that have been made by the teacher during the learning process and providing input supervised teachers. Then evaluate activity programs in schools such as teacher supervision and process evaluation of activities that have not been carried out by the teacher. while in the implementation of the monitoring evaluation program has not been implemented properly. only written reporting is done through the District.

Then the findings of the research results show that the implementation of the managerial aspects of school principals can be described as follows:

1. Lack of understanding and willingness of the principal about the importance of good management in schools, the education of the principal who only has a degree in Islamic Education (S.PdI) and the age of the principal who is old and a few months away from retirement.
2. Limited staff and teachers functioned in classes and other administrations. The number of teachers and staff does not meet the ideal capacity.
3. Unscheduled evaluation and supervision carried out by the school principal considering the large workload carried by the school principal.
4. Obstacles faced in the managerial implementation of school principals, namely the existence of miscommunication faced by teachers and school principals. Differences of opinion that occur must be discussed at the table and sit together.
5. Lack of awareness from teachers to do administration which will later become supervision material.
6. School data on dapodik must match.
7. Cooperation between teachers should be further improved. And the spirit of work is even better.
8. The busyness of the school principal is an obstacle so that it becomes a burden on the school. Schools are no longer paid attention to their infrastructure and teaching and learning activities.
9. Sources of funds available from BOS revenues should refer to the principles of accountability,

transparency and efficiency.

10. The school principal must involve himself and invite the community in seeking support for ideas, learning resources, and school funding.

School organizations need to be run considering that the duties of teachers and principals are not only teaching and educating, all must be involved and responsible so that the implementation of school activities can run well so that the Education Quality Standards can be achieved.

CONCLUSION

Based on the results of research conducted at SDN Sukajaya 01 regarding the Evaluation of Managerial Implementation of Principals at SDN Sukajaya 01 with the Inequality/DEM model, it can be concluded as follows:

1. Fulfillment of the standard of facilities and infrastructure at SDN Sukajaya 01, Sukajaya District, Bogor Regency by the Principal as the Manager was not carried out properly. There are still many facilities and infrastructure that require special handling. Need maintenance, repair or replacement of damaged facilities and infrastructure.
2. Fulfillment of the standards of Educators and Education Personnel at SDN Sukajaya 01 Sukajaya District, Bogor Regency by the Principal as the Manager is not implemented properly because the School only accepts civil servants from the government while the rest is honorarium raised by the school. The Principal needs to provide motivation for increasing human resources human beings in schools so that those who are still honorary can improve their abilities so that they become civil servants.
3. Fulfillment of Standards for Facilities and Infrastructure as well as Fulfillment of Standards for Educators and Education Personnel are not in accordance with the Duties and Functions of the Principal of the School. One of the duties and functions of the school principal as a manager that must be fulfilled by a school principal is that the duties and functions of EMASLIM in carrying out its management are not optimal.
4. Obstacles and challenges in managerial implementation at SDN Sukajaya 01, Sukajaya District, Bogor Regency, namely:
 - a. Principals must be able to carry out managerial performance indicators properly. So that what is expected to become a quality school will be realized.
 - b. The relationship between the principal and teachers and staff at SDN Sukajaya 01 needs to be improved again so that miscommunication does not occur.
 - c. Conduct a SWOT analysis to look for school weaknesses that will be improved in the future.
 - d. Carrying out quality improvement activities, increasing extracurricular activities, optimally utilizing school resources, optimally managing facilities and infrastructure and managing relationships in order to seek support for ideas, learning resources and school financing.

REFERENCES

- Arikunto, S., & Cepi Abdul Jabar, S. (2009). *Evalasi program pedidikan*.
- Dahlan. (2016). Pengaruh Kompetensi Manajerial Kepala Sekolah Terhadap Kompetensi Sosial Guru Di Sma Negeri 11 Makassar. *Gema Kampus IISIP YAPIS Biak*, 11(1), 55–62. <https://doi.org/10.52049/gemakampus.v11i1.17>
- Debarun Chakraborty. (2016). Implementasi Kompetensi Manajerial Kepala Sekolah Kecamatan Kuala Kampar Kabupaten Pelalawan Propinsi Riau. 4(1), 14–16.
- Djum Djum Noor Benty, D., & Achmad Supriyanto, A. (2017). Implementation of School-Based Management Program in Public Elementary School. 10(4), 660–670. <https://doi.org/10.2991/coema-17.2017.23>
- Faizin, I. (2021). Evaluasi Program Tahfidzul Qur'an Dengan Model CIPP. *Al- Miskawaih: Jurnal Pendidikan Agama Islam*, 2(2), 99–118.
- Munthe, A. P. (2015). PENTINGYA EVALUASI PROGRAM DI INSTITUSI PENDIDIKAN: Sebuah Pengantar, Pengertian, Tujuan dan Manfaat. *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 5(2), 1. <https://doi.org/10.24246/j.scholaria.2015.v5.i2.p1-14>

- Mustafa, P. S. (2021). Model Discrepancy sebagai Evaluasi Program Pendidikan. Palapa, 9(1), 182–198. <https://doi.org/10.36088/palapa.v9i1.1067>
- Noor, H. (2021). International Conference on Education , Teacher Training , and Professional Development School- based management : The concept , strategy and implementation. August, 123–129.
- Ramadhani, M. I., Guru, P., Dasar, S., Achmad, U., & Banjarmasin, Y. (2022). Management of Education : Jurnal Manajemen Pendidikan Islam Pemanfaatan Sarana Dan Prasarana Dalam Proses Pembelajaran Tematik Kelas II SDN 5 Guntung Manggis Management of Education : Jurnal Manajemen Pendidikan Islam. 8, 134–
- Suryana, E., & Harapan, E. (2020). Studi Manageria : Jurnal Manajemen Pendidikan Islam Kompetensi Manajerial Kepala Sekolah dalam Pelaksanaan Ujian Nasional Berbasis Komputer (UNBK) di Kabupaten Banyuasin kertas (paper based test) dan ujian berbasis komputer (computer based test) ata. 75–92.
- Susanti, H. (2021). Manajemen Pendidikan, Tenaga Kependidikan, Standar Pendidik, dan Mutu Pendidikan. Asatiza: Jurnal Pendidikan, 2(1), 33–48. <https://doi.org/10.46963/asatiza.v2i1.254>
- Triwiyanto, T. (2015). Kata Kunci: monitoring, evaluasi, pelaporan, penilaian kinerja, manajerial kepala sekolah. Cakrawala Pendidikan, 1, 67–77.
- Weli, E. E. (2019). Implementasi Kemampuan Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Di Madrasah Tsanawiyah Negeri 2 Mukomuko. 1–138.
- Yantoro, & Sholeh, M. (2022). Analisis kepemimpinan manajerial kepala sekolah dalam mewujudkan sekolah unggul di masa pandemi. Jurnal Muara Pendidikan Vol. 6 No. 2 (2021), 6(2),175–181.
- Zulhairi, Z. (2021). Kepemimpinan Pendidikan Kepala Sekolah dalam Perspektif Al-Qur'an. ITQAN: Jurnal Ilmu-Ilmu Kependidikan, 12(1), 129–140