

School Principal's Management Strategies on the Productivity of Teachers

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Abstract

Principal planning can help teachers improve their ability to carry out learning. Control is a process in measuring performance and the actions taken are ensured to be successful so as to achieve the stated goals. This research uses a qualitative approach which aims to understand a phenomenon in a natural social context by prioritizing the process of in-depth communication interaction between the researcher and the phenomenon being studied. To find out the development strategy method, namely by analyzing external factors in the form of opportunities and threats as well as internal factors in the form of strengths and weaknesses by using SWOT analysis. From the results of the research, it shows that in realizing managerial strategies, there are processes that need to be implemented to increase teacher work productivity by means of strategy formulation, strategy implementation and strategy evaluation. In the control aspect, it is carried out through a supervisory process through supervision activities, and giving punishment. The school principal as an administrator is responsible for the smooth running of education and teaching in his school, as well as a designer of managerial strategies involving parties including teachers, supervisors, foundations and committees. In the process that will be carried out by the school principal consists of, strategy formulation which includes vision, mission, goals, strategies and policies of the school principal in increasing teacher work productivity, then implementing strategies consisting of programs, budgets and procedures. And finally evaluation and control, in which case it is important to see whether the planned program achieves its goals or not.

Keywords: *Planning, Control, Teacher Work Productivity*

INTRODUCTION

In the world of education, productivity is related to the success of teachers in their work, namely achieving results in accordance with the objectives of national education. To be able to produce teachers with optimum ability, the head of the school must pay attention to problems in work productivity. In its development, SDN 32 Kubu, Kubu Raya Regency, which was established in 1984, is expected to be able to answer the hopes of the community to be able to send their children to school in the face of global competition. Added to this is the availability of teaching facilities, either in the form of practical equipment or in the form of a building. The repair of these facilities is done through the help of the government. Because of this prayer, the government has begun to think about how to formalise its support. With the increase in the quantity of students and the realisation of the availability of adequate equipment and infrastructure, both practical equipment and

comfortable buildings, the quality of service to students should improve.

The researcher has conducted an initial survey or initial research at the SDN 32 Kubu school, it was found that there was a problem that the head of the school in improving the productivity of the wrestling team has always been This result has not been maximised from the explanation of the head of the school, the strategy that has been applied so far has not been maximised due to the fact that there are still teachers who are not disciplined, such as late arrivals, then there are also teachers who abandon the learning path, as well as carry out learning in the classroom just to fulfil their obligations and not do it wholeheartedly, they are not willing to find new breakthroughs in teaching, rather they carry out teaching based on previous experience. Factors inhibiting managerial strategies as leadership to increase teacher work productivity, such as the lack of optimal teacher motivation and limited time

for teaching hours, so that time to discuss with colleagues is minimal (Kompri, 2017).

The choice of research location is based on the analysis of the problems described in the consideration that SDN 12 Menjalin is a public school that is unique with various achievements, in order to maintain the existence of the school in the future, it requires good teamwork productivity, so that SDN 12 Menjalin can contribute to the education of a progressive Indonesian nation. It is from here that the researcher is interested in conducting research entitled 'Management Strategies of School Principals on Teacher Work Productivity at SDN 12 Menjalin'. Based on the background, the research problem can be formulated as follows: (1) What is planned in the management strategy of the school principal in improving the productivity of the curriculum at SDN 12 Menjalin; (2) What are the stakeholders involved by the school principal in designing the management strategy of the school principal on the productivity of the curriculum at SDN 12 Menjalin; (3) What is the process carried out in realising the school principal's managerial strategies on the productivity of the teachers' work at SDN 12 Menjalin; (4) What is the evaluation carried out by the school principal in realising the school principal's managerial strategies on the productivity of the teachers' work at SDN 12 Menjalin.

METHOD

This research uses a qualitative approach, where qualitative research according to Halris Herdialnsyah (2012) is scientific research, which aims to understand a phenomena in a social context in a natural way by putting forward the process of deep communication interaction between the researcher and the phenomena being researched. With a qualitative approach, the researcher directly enters the research location, namely SDN 12 Menjalin to conduct direct observation, interviewing research informants

who know about the research problem and seeing the facts that occur about how the school principal's managerial strategy affects the productivity of the teachers' work at SDN 12 Menjalin. The subjects of this research were 8 teachers of SDN 12 Menjalin. The key informants in this study were 1 principal, 1 school supervisor, 1 school committee member and 5 teachers.

In this research, the researcher uses data analysis as described by Miles and Huberman in Sugiyono (2008) that the activities in data analysis in quantitative research are carried out in an interactive manner and continue continuously until the data is complete. Activities in data analysis, namely 1) data reduction, 2) data presentation, and 3) conclusion/verification analysis and SWOT analysis were used to analyse the management strategies of the principal of SDN 12 Menjalin. To find out the method of development strategy, by analysing external factors in the form of opportunities and threats as well as internal factors in the form of strengths and weaknesses by using SWOT analysis.

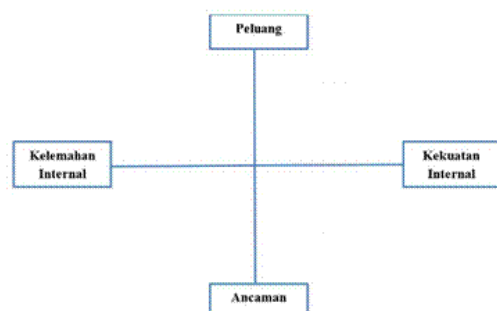


Figure 1. Quadrant

(Source: Rangkuti in (Nourletle & Hati, 2017))

Quadrant 1: This is a very favourable situation because the company has the best chance of success, so in this position the company should support the policy of aggressive growth. Quadrant 2: In this position, the company has threats, but there are still internal constraints so that the threats can be overcome with the existing constraints. The

most appropriate strategy for this type of policing is the strategy of diversification (product/market) by utilising its strengths to capitalise on long term sales. Quadrant 3: The company has a big reinforcement but there is an intellectual weakness so that the company must choose the right strategy so that the weakness does not affect its big reinforcement. The appropriate strategy for this position is for the company to minimise intellectual errors so that it can seize more good sellers Quadrant 4: This position is a very disadvantageous position because the company must face various threats with its poor internal conditions. The strategy that must be employed supports the defensive strategy.

RESULTS AND DISCUSSION

Based on the results of the study, the principal's managerial strategy on the work productivity of elementary school teachers is carried out with the stages of planning, implementation and evaluation. From the results of an interview with the principal Mrs Syuriani, S.Pd about the principal's managerial strategy on teacher work productivity as follows: The strategy that I do is to carry out several stages such as planning, my control over teacher productivity, the parties I involve in designing strategies, the implementation process, and evaluation.

The planning of the head of the school in improving the productivity of the crew at SDN 12 Menjalin is as follows: (11) Determining and summarising the goals that are to be achieved, planning is done in the context of increasing the productivity of the crew's work, as well as the planning of the head of the school as a manager in this case is carried out based on the vision of the school mission as follows needs analysis, recruitment process of new teachers in accordance with the needs of the competency or also the needs of the school, making the School Work Plan (RIKTS) which includes the eight standards of

education, buy SKIP (employee performance target) criteria at the beginning of the year as a guideline for teacher assessment by the head of the school which includes teacher behaviour assessment, as well as the head of the school making a supervision plan, administrative inspection plan and making a schedule for teachers to certify teachers in education or training, seminars, KKIG or even giving permission to continue education or to train teachers who have not yet been trained; (21) Researching problems or work that will be carried out Researching problems or work that will be carried out constitutes the action that will be taken by the head of the school, namely By following the school work plan with the formulation of the vision and mission that will be used as a guideline in the work programme behind it, both teachers and all parties; (31) Collecting the necessary data or information This stage is the step used by the head of the school in conducting recruitment, namely by collecting the necessary data or information, The head of the school in conducting recruitment as an effort to fulfil the needs of teachers by going through administrative selection, interviews, and by pre-technical selection as well as maglang; (41) Determining the steps or range of actions In the hall of determining the steps or range of actions, the head of the school will carry out work programmes, such as the Education Programme and training as well as the IHT, the Implementation of the Teacher Working Group (KKIG), and participation in seminars and workshops; (15) Formulate how the problems will be solved and how the work will be completed. In the case of orderly behaviour, the head of the school can decide how the problems will be solved and how they will be resolved. For the discipline order, it is made to improve discipline, so that all activities run smoothly, orderly, and regulated, by instilling discipline, it can make dilri as a responsible

being and become a control for both the traffic and the students.

The control of the head of the school in improving the productivity of the workforce is a process of monitoring in relation to the head of the school who supervises and monitors in this case the head of the school conducts supervision. Description of the achievement of organisational goals. In an effort to control weed to increase the productivity of the work of the weed, the head of the school directs the goals of the organisation, such as: Punishments to improve discipline, to motivate teachers.

The parties involved by the head of the school in designing the managerial strategy of the head of the school on the productivity of the crew at SDN 12 Menjalin. The parties involved by the head of the school in designing the managerial strategy in which his role is crucial in directing and influencing all existing school matters, with the aim of organising the school by working together. The parties are: (a) The teacher as the employee in this hall is the party that is involved by the head of the school which is seen in the potelnsi, perception, and creativity of the teacher in order to be able to make a big benefit for the learners; (b) Supervisors as coordinators of TQIM (Total Quality Management) or Quality Councils. In this hall, the supervisor has a role in devising managerial strategies, i.e. serving and helping teachers who feel difficulties in improving teacher quality, and helping teachers to use tools, methods and learning models so that they do not become unreliable; (c). Committees as members of the board of directors and committee. The committee in this case provides oversight of the school's work programme, exercises control or supervision over the head of the school in the decision-making of the head of the school or the planning of education in the school, and also oversees the quality of education, monitoring

the conditions of the education workforce in the school.

The implementation in realising the managerial strategy of the school principal towards the productivity of the crew at SDN 12 Menjalin is as follows: (1) Strategy Formulation, this strategy formulation consists of strategic management stages which include vision, mission, goals, strategies and policies of the school principal in improving the productivity of teachers' work. In this hall, what the head of the school does is, namely, conducting work discipline training, giving rewards or rewards; (2) Strategy Implementation, the second step in the strategic management process is the implementation of strategies which consist of programs, budgets and procedures; (3) Evaluation and Control, Evaluation and Control is the last step in the strategic management process. Evaluation and control in a programme is an important thing to see if the programme that has been planned has achieved its goals or not. Continuous improvement is carried out by the head of the school by evaluating the previous programme to be used as a consideration in the process of formulating the next programme. The results of the research show that the headmaster of SDN 12 Menjalin has carried out the evaluation stage in controlling. At this stage, the head of the school and all stakeholders conduct a joint evaluation to jointly control the activities that have been carried out. If at any time during the course of the evaluation, there is an error or a problem arises, the head of the school will take action to find the problem and find a solution. Evaluation and control, besides being carried out by internal parties, is also carried out by external parties. For evaluations carried out by external parties carried out by supervisory coaches, the Education Office of Kubu Raya Regency, school supervisors play a role in monitoring and conducting coaching for

teachers in improving their work productivity, assessment on an ongoing basis, in addition to making evaluations of the teaching activity programme in order to become better and more professional in the teaching process.

In increasing the productivity of the workforce as concluded through the SIWOT analysis, through the curricula in this case SDN 12 Menjalin is included in Quadrant 2, a favourable situation for SDN 12 Menjalin which has opportunities and strengths, so that it can take advantage of the opportunities that exist and the strategy that must be applied in this condition is to support the school policy effectively, then formulate a school principal strategy that includes vision, mission, goals, strategies and policies of the head of the school in increasing the productivity of the wrestling work by considering the internal and external environment, followed by the setting of goals, targets, determination of strategies and the implementation of activities related to the productivity of the rollers' work at SDN 12 Menjalin, then the implementation of the school principal's strategy, which is to elaborate the strategies that have been formulated in the form of activities, by preparing a work programme plan for the next one year through a work plan, in the work programme, the agents of the activities and the budget that will be spent, and the budget that is planned.

The work productivity of teachers at SDN 12 Menjalin is in accordance with Freddy Rangkuti in Misbla Hulddin (2021) that the important considerations for SWOT analysis are: (1) Strength (S), is the situation or condition that constitutes the strength of the organisation or programme at SDN 12 Menjalin, which is the use of high learning time with high discipline, the behaviour of the teachers is also good, the behaviour and behaviour of the teacher is a role model for the learners, the suitability of the lessons taught by

the teacher is quite suitable with the knowledge base taught, the teaching methods of the teacher are quite good in helping to improve discipline; (2) Weakness (W), which is the situation or condition that constitutes the weakness in the curriculum of SDN 12 Menjalin, is that teacher motivation is considered very limited in the teaching and learning process; The result is teachers who are not disciplined, such as arriving late, missing class hours, and carrying out learning in the classroom just to fulfil their obligations and not doing it to the fullest, and learning does not improve from year to year; (3) Opportunity (O), is a situation or condition that creates opportunities outside the organisation/school in providing opportunities for school development in the future at SDN 32 Kubu is that the teachers have teaching experience, the teachers get enough facilities from the school to carry out development in the future, the school has the necessary equipment and facilities to help teachers improve their work productivity, the school has the necessary technology and communication factors to improve their teachers' work productivity, and teachers always participate in activities that are held back in the classroom such as HT, KKG, seminars or webinars; (4) Threat (T), is a situation that is a threat to the school that comes from outside the school and can threaten the existence of the school in the future SDN 12 Menjalin is that the school is expected to use the fingerprint facility to improve teacher discipline, the school is expected to be able to facilitate the rollers in the AITK kalntor to support the improvement of teacher discipline, the attendance sheet, the list of pictorials, and the learning tools should always be recorded in order to improve the productivity of the teachers' work.

The evaluation carried out by the school principal in realising the managerial strategy of the school principal on the productivity of the

teachers' work at SDN 12 Menjalin. To assess and see how the evaluation of the strategy is backward, there are four criteria in determining the evaluation of the strategy, namely, suitability, superiority, feasibility, and consistency (Richard P Rumlet in Angriani, 2021). Conformity embodies important issues such as conducting school programme planning based on the eight education standards, improving the professionalism of teachers in schools. Giving more attention to performance-orientated matters such as motivation and the ability of teachers to work well and maximise, for this reason, motivation from the head of the school is crucial to the development of the members of the organisation. When implementing strategies, do not let new problems arise that are difficult to solve. At the stage of strategy evaluation, it is important to determine whether the organisation has the capabilities, abilities, skills and tools required for the strategy that it intends to formulate. The strategies used by the headmaster of SDN 32 Kubu in this hall include disciplinary training, being a role model for teachers and students, organising seminars and training, bringing in experts, giving teachers the opportunity to participate in supervision so that they can advertise their own advantages in improving the work productivity of the teachers at SDN 12 Menjalin. In this case, SDN 12 Menjalin has fulfilled the requirements, such as the academic qualification of the minimum education level of a Bachelor's degree (S-1) in a programme of study that is in accordance with the field of study taught or taught, and obtained from an accredited programme of study. In terms of consistency, it is necessary to formulate a strategy that should provide a plan for enhancing excellence in this regard in order to increase the productivity of the teachers' work such as, teaching supervision, management programmes, a conducive atmosphere, sarana and infrastructure, physical conditions in the teachers' environment, leadership skills of the head of the school, welfare assurance, management skills of the head of the school, training, rewarding or recognising teachers with joint

tours or certificates of appreciation, and a leader who understands the needs of his/her subordinates.

CONCLUSION

Based on the results of the discussion about the School Principal's Management Strategy on the work productivity of teachers at SDN 32 Kubu, the following conclusions can be drawn: (1) The planning and control of the school principal in improving the productivity of the teachers' work at SDN 32 Kubu. It is carried out through the stage of determining and formulating the goals to be achieved, such as the recruitment process of the crew must fulfil what is in the eight standards of education, namely the standard of content, process standards, graduation competency standards, education staff standards, infrastructure standards, management standards, financing standards, and education assessment standards. The school principal assesses the work that will be done by compiling the vision and mission as a work programme guide, collecting data as a curriculum recruitment dashboard, then determining the range of actions, such as education programmes and training, working groups, and participation in increasing curriculum knowledge such as seminars; problem-solving formulation. Palda aspek control is done through the process of supervision through supervision activities, giving punishments so that it can improve the self-discipline of the crew members to become a better person, and provide motivation to teachers with the aim of increasing their productivity in carrying out their duties and obligations as educators; (2) The actors involved by the school principal in designing the management strategies of the school principal on the productivity of teachers' work at SDN 12 Menjalin. In this case, the school principal is an administrator who is responsible for the smooth running of education and teaching in his school, as well as as a managerial strategy developer involving parties including, among others, the teacher as the front line in terms of competence, perception, and relativity of the teacher in

order to be able to bring great benefits to the learners, then the supervisor as the TQIM or Board of Qualifications coordinator in this hall has the task of analysing and assisting the teachers who feel difficulties in improving the quality of the teachers, as well as helping teachers to use learning tools, methods and models, as well as fostering the preparation of annual programme documents and lesson plans (RPPI), and fostering teachers who have additional duties. Lastly, the committee, as the members of the board of directors in the committee, is responsible for overseeing the school's work programme, exercising control or supervision over the head of the school in the decision-making of the head of the school or the planning of education in the school, and also supervising the quality of education, monitoring the condition of education personnel in the school; (31) The process implemented in realising the managerial strategy of the school principal on the productivity of the teachers' work at SDN 32 Kubu. The process that will be carried out by the school principal consists of, strategy formulation which includes vision, mission, goals, strategies and policies of the school principal in improving the productivity of the teacher's work, then the implementation of the strategy which consists of, programmes, budgets and procedures. And finally, evaluation and control, which in this case is an important thing to see if the programme that has been planned has achieved its goals or not; (41) The evaluation carried out by the school principal in realising the management strategies of the school principal on the productivity of the crew at SDN 12 Menjalin. In this case, in order to assess and see how the evaluation of the strategy is reversed, there are four criteria in determining the evaluation of the strategy, namely, suitability, superiority, feasibility, and consistency.

The following are suggestions from the results of the research found, which may be useful for SDN 12 Menjalin in this case as a research object: (11) In carrying out planning and control in order to increase the productivity of the teachers' work, the head of the school should always carry out discipline

development, can be a role model for teachers and students, always organise workshops and trainings, always bring in experts who are competent in their fields to improve the productivity of teachers' work at SDN 12 Menjalin, and always give teachers the opportunity to jointly supervise; (21) In designing managerial strategies, the parties involved, such as teachers, supervisors, and committees, should always play an active role in improving the productivity of teachers' work at SDN 12 Menjalin; (31) In carrying out the process of realising the managerial strategy of the head of the school, on the other hand, the head of the school always motivates the teachers by creating a harmonious relationship and cooperation between the teachers, always giving appreciation to the teachers to improve the performance of the teachers, (41) In conducting evaluation in realising the school principal's managerial strategy on the productivity of the crew at SDN 12 Menjalin, he should always use four criteria in determining strategic evaluation, such as, exceptionality, excellence, reliability, and consistency.

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