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PRINCIPAL MANAGERIAL SKILLS IN MANAGING TEACHERS (CASE STUDY AT MAN 2 BANYUMAS)

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1 **Abstract.** The purpose of this study was to identify and explain the managerial skills of school principals in managing teachers through: (1) conceptual skills of principals in managing teachers at MAN 2 Banyumas, (2) 10 human relations skills of principals in managing teachers at MAN 2 Banyumas, (3) technical skills in managing teachers at MAN 2 Banyumas. This study used a qualitative approach with descriptive 11 methods and used a case study research design. Data collection techniques used interviews, observation, and documentation. Data analysis techniques used data reduction, data presentation, and drawing conclusions. Checking the validity of data using a credibility test, transferability test, dependability test, and confirmability test. The results show 1 that: (1) the conceptual skills of the school principal in managing teachers by dividing tasks, coordination through meetings, provision of learning methodology, (2) human relations skills of school principals and teachers carried out in a conducive, harmonious, communicative manner, and job description, (3) technical skills of school principals in managing teachers with internal supervision through supervision, controlling through absences, division of multilevel tasks. Keywords: managerial skills, teacher management

Keywords: managerial skills, management of teachers, MAN 2 Banyumas.

INTRODUCTION

2 The principal is the top manager in a school who is required to have several skills to be able to carry out his managerial functions properly. The principal as an education manager in a school must have 21 professional skills and skills that can support school management. According to Ministerial Regulation Number 13 of 2007 concerning School or Madrasah Principal Standards, a Principal must have personality, managerial, entrepreneurial, supervisory, and social competency dimensions.

8 In accordance with Ministerial Regulation Number 13 of 2007 concerning Standards for Principals of Schools or Madrasahs, Principals must have managerial skills. Managerial principals have a major influence on school success. The principal's managerial skills function to manage all components in the school environment, especially teachers in empowering human resources optimally. The existence of managerial skills possessed by the principal for teachers can make teachers effective.

According to Law Number 14 of 2005 concerning teachers and lecturers article 1: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic, and middle". The role of the teacher is important in advancing the quality of education which is supported by the managerial skills of the principal which makes the teacher effective. Effective teachers mean that teachers can complete their duties with full responsibility.

Managerial skills are skills possessed by the principal to carry out tasks based on competence carried out by someone in an effort to manage a school by utilizing various existing resources to be

directed in achieving school goals. Principal managerial skills include three sub-skills namely concept skills, technical skills, and human relations skills. In accordance with the opinion of Wahjosumidjo (2007: 253) that every leader, including managers, has leadership requirements, namely managerial skills which include technical skills, human relations skills, and conceptual skills.

One of the managerial competencies of school principals in accordance with Government Regulation Number 13 of 2007 concerning Standards for Principals of Schools or Madrasahs is managing teachers and staff in the context of optimally utilizing human resources. Management of teachers in the utilization of human resources requires managerial skills of school principals, because managing is one of the activities of managing or managing everything to achieve organizational goals.

Based on the preliminary study conducted, MAN 2 Banyumas is one of the State Senior High Schools located in Banyumas, Central Java. Since 1950 the initial form of MAN 2 Banyumas was the Islamic Religion Teacher School (SGAI) in Purbalingga. SGAI was established based on the Circular of the Minister of Religion of the Republic of Indonesia No. 2771/07/1950 dated August 15, 1950, which was the forerunner to the establishment of the Purwokerto State Religious Education (PGAN). Then changed to Madrasah Aliyah Negeri (MAN) Purwokerto 2 based on the Decree of the Minister of Religion of the Republic of Indonesia No. 42 of 1992 concerning State Religious Teacher Education (PGAN) to become a State Madrasah Aliyah (MAN) dated 27 January 1992, which took effect from 1 July 1992. Judging from its uniqueness it can be explained as follows MAN 2 Banyumas has three pillars. First, this school has established a self-development learning program for each student or what is called Building Learning Power (BLP). Building Learning Power (BLP) is a learning capacity where students are accustomed to learning which aims to train toughness, self-confidence, ingenuity, and student leadership.

Second, change management is a paradigm for realizing change by having five aspects including: (1) building skills; (2) building a vision and mission where in building and formulating the school's vision and mission there are contributions from students represented by the student council and teachers; (3) incentives mean enthusiasm such as awards indicating that the teacher must have the qualifications and skills of the students; (4) building resources such as those used in improving learning and giving teachers assignments according to their abilities; and (5) follow-up of the four aspects. Third, the modern learning style, where the teacher teaches in a modern style, but in the implementation and application, coaching is carried out on the teacher first.

Based on the three uniqueness possessed by MAN 2 Banyumas in relation to the managerial skills of the principal in managing teachers, namely first, holding building learning power activities that are used to broaden students' horizons where teachers also play a role in the program so that teachers are required to have broad knowledge supervised by the head school. Second, regarding the management of change management in schools, it aims to improve the quality of schools which can be done by managing teachers based on skills development in schools, apart from being given to students to teachers. The provision of incentives to teachers shows that the human relations skills created by the principal make teachers enthusiastic about improving their performance. In addition, the existence of building resources carried out by the principal is used to carry out development and professionalism of teachers as well as follow-up in making changes. Third, the existence of a modern learning style that is applied in schools is useful for improving the quality of learning created by teachers in teaching, so that teachers are required to always develop and make modern teaching. This is inseparable from the role of the principal as a manager who always provides guidance and supervision to teachers.

Judging from the attractiveness of MAN 2 Banyumas, the managerial skills of school principals in managing teachers are used in efforts to increase teacher achievement and qualifications. In addition, MAN 2 Banyumas received awards for both teachers and students from various competitions and activities with a total of 132 gold medals, 17 silver medals and 71 bronze medals. This shows that the principal performs managerial skills to improve the quality of the school's human resources so that it is awarded as a school of excellence and integrity. The Head of MAN 2 Banyumas creates a conducive work environment, there is face-to-face and non-face-to-face communication. Non-face to face, the principal uses the WA facility (Whatsapp) as a means of communication. The principal in supervising teaching is also assisted by a vice principal

and more senior teachers. The management of teachers is highly respected in improving teacher performance by involving teachers in trainings and teachers who take part in training are made instructors in providing the training they receive.

Judging from the importance of the ability of the principal in managing school management and working with teachers can improve the quality of education. Sagala (2011: 14), reveals that it is necessary to pay serious attention to how to give high priority to teachers so that they can have the opportunity to always improve their ability to carry out their duties as a teacher. Managerial skills of the head of MAN 2 Banyumas in managing teachers, that teachers must be able to apply modern learning styles in conducting learning. The main factor in managing teachers is that they have qualifications. This is important for school principals in empowering teachers so that the managerial skills of school principals play an important role in the process of utilizing human resources in schools. Based on the description above, the researcher is interested in taking up research on "School Principal Managerial Skills in Managing Teachers (Case Study at MAN 2 Banyumas)".

RESEARCH METHOD

19 This study used a qualitative research approach and used a case study design. The research design carried out by researchers at MAN 2 Banyumas is as follows: (1) determine what problems will be studied and determine which research topics will be the focus of research so that they have scope limitations, namely regarding the managerial skills of school principals in managing teachers with a focus on conceptual skills research, engineering skills, and human relations skills; (2) designing the design, the research design that the researchers carried out using qualitative research in which the results of the research were in the form of descriptions in accordance with what was in the field; (3) collecting data, researchers in conducting observations at MAN 2 Banyumas by bringing research instruments in the form of interview guidelines, observations, and documentation studies; (4) analyzing data, the data that has been collected will be analyzed so that it is easier for researchers to write reports; (5) validating the data, the data that has been collected and analyzed, then the researcher validates the data obtained to obtain a level of confidence in the data obtained from the field; (6) write report, the researcher writes a report from the results that have been validated by the informant in the form of a thesis regarding the research title of the principal's managerial skills in managing teachers at MAN 2 Banyumas.

RESULT AND ANALYSIS

1.1. Conceptual Skills of Principals in Managing Teachers at MAN 2 Banyumas

2 Concept skills are the abilities possessed by school principals by making concepts related to the world of education. A concept in teacher management is needed to support its performance. Principals are required to understand concepts and theories related to work. The principal's conceptual skills in this case include analyzing teacher needs, coordinating activities, evaluating teacher activities, and activities solving teacher problems. The results of the study show that planning activities related to teacher management in analyzing teacher needs are carried out by POAC first. Teacher needs analysis activities can make it easier to find out all the shortcomings that are related to teaching. Matters related to teaching include the division of teacher teaching hours which is carried out by looking at teaching hours and classes and the teacher makes reflections carried out in the EDS (School Self Evaluation) guidelines so that the school principal can see them.

Planning activities at MAN 2 Banyumas are in accordance with the opinion of Prihatin (2011: 76) that forecasting the need for teaching staff can be done using the task analysis method, namely determining the need for staff based on the demands of the specified job specifications. How to do a needs analysis at MAN 2 Banyumas according to what is needed in his work, can be seen from

the determination of teaching hours in which teachers have to teach for a total of 24 hours and the teacher makes reflections on the EDS guidelines to find out what suggestions are in supporting his work, by Reflection that the principal will know what the teacher needs and increase teacher competence.

The results of other studies indicate that, coordination activities in organizing by way of division of tasks according to their abilities. Coordination activities are also carried out every Monday after the ceremony or through meetings held by the school.

Coordinating activities at MAN 2 Banyumas, in accordance with the opinion of Wahjosumidjo (2007:119) that leaders are required to always provide guidance, coordinate activities, conduct control/supervision, and provide coaching so that each member/subordinate gets a reasonable assignment in terms of burden and results. joint ventures. Coordinating activities in organizing by way of division of tasks according to their abilities. Coordination activities are also carried out every Monday after the ceremony or through meetings.

The results of other studies indicate that the evaluation of teacher activities is carried out by looking at teacher administration, and supervision activities through class visits. In addition, the evaluation is also guided by the EDS, SKP and PKG. Evaluation activities at MAN 2 Banyumas are in accordance with Wahjosumidjo's opinion (2007: 101) that to carry out special activities and the ability to utilize the facilities, equipment needed to support special activities. In evaluation activities, the head of MAN 2 Banyumas uses evaluation tools such as EDS and PKG.

In addition, the results of the study also show that problem solving activities at MAN 2 Banyumas are carried out at the beginning of each year with a briefing on learning methodology, assessment problems and syllabus training and evaluation tools. Teacher problem solving activities are also carried out by collecting data and calling the person concerned to examine the problem in teaching. Providing training in overcoming teacher problems at MAN 2 Banyumas is in accordance with Mulyasa's opinion (2005:43) that teacher professionalism coaching and development activities can be carried out by means of on the job training and in service training. So that there is a need for on-the-job training to increase work professionalism and the need for training services to support the quality of work. This is also in accordance with the opinion of Miftahuddin, et al (2014: 73) that professional development can be carried out through supervision activities. As a school principal who has managerial abilities, it is highly demanded to know, understand and be skilled in carrying out his supervision.

According to the researchers, related to the conceptual skills of the principal in managing teachers at MAN 2 Banyumas is already good. In carrying out conceptual skills, the principal already has thoughts for the future also through reflection. In addition, when conducting evaluations, always refer to the SKP. Principals must also have broad insight into the world of education. Concept skills begin with strategic planning related concepts to school development.

1.2. Principal Human Relations Skills in Managing Teachers at MAN 2 Banyumas

Human relations skills are related to interaction activities between individuals with one another. The principal's human relations skills must be able to create cooperative relationships with all staff. The results of the study show that work environment arrangements are created at MAN 2 Banyumas in a conducive, mutually supportive, harmonious manner. The principal creates a work environment that is family-friendly and democratic in order to improve quality at work. This is in accordance with the opinion of Mulyasa (2013: 120) that school principals must be able to create harmonious working relationships with educational staff and create a safe and pleasant school environment. The existence of such a work environment will produce a cooperative atmosphere. In the MAN 2 Banyumas environment, the principal always creates a conducive environment with the hope that all those in the school environment feel comfortable at work.

In addition to a harmonious work environment, the results of the study also show that the communication carried out at MAN 2 Banyumas is good with no gaps between superiors and subordinates. Communication activities carried out by all Banyumas MAN 2 residents are carried out both formally and informally and non-face to face by utilizing social media facilities in conveying information and sudden announcements through the WA group. This agrees with Danim (2006:26) that non-face-to-face interactions are interactions carried out via correspondence,

telephone, facsimile, e-mail, and so on. In communication activities, MAN 2 Banyumas apart from conducting face-to-face meetings through work meetings, there also distributes announcements and information to teachers via social media WA when in sudden circumstances. So that communication with all school members is maintained well. The results of other studies also show that cooperation is established between school principals and teachers through meetings, summons, communication. This is done so that they remain intertwined as working partners who have a positive impact on each other. This is in accordance with the opinion of Mustiningsih (2013: 96) that human relations mean the ability to work together by building work teams with other people. The establishment of good working partners at MAN 2 Banyumas shows that the principal has social relations with teachers and staff by understanding the behavior of members.

Equal distribution of duties and responsibilities according to each ability and the existence of a job description so that a system in MAN 2 Banyumas is running by itself. This is in accordance with the opinion of Sagala (2011: 115) that a leader designs work and its mechanisms are supported by staff who carry out tasks according to their abilities and expertise. Even distribution of tasks at MAN 2 Banyumas has been adjusted according to the abilities of each member. This activity is also supported by the opinion of Indrafachrudi (2006:28) with *the right man in the right place*. This means that placing a person in the right place and according to his expertise.

The results of other studies show that giving incentives is not always associated with material. Providing incentives is important in increasing work motivation and teacher qualifications. Incentives are given to teachers but must show quality performance first before getting incentives. Providing incentives will make members work hard. This is in accordance with the opinion of Sagala (2011: 116) that *an effective leader is a leader whose members can feel that their needs are met, both the need for work, motivation, recreation, health, clothing, food, shelter, and other needs that deserve to be obtained*. In Banyumas MAN 2 itself provides incentives to teachers and staff who have achievements and demonstrate the quality of their work and incentives will be given. The same thing was also stated by Adi (2012) support from school principals is manifested in the form of rewards for outstanding teachers, and school principals always encourage teachers to take part in academic work competitions, participate in KKG/MGMP activities which are beneficial for increasing teacher knowledge.

According to the researchers, related to the human relations skills of the principal in managing teachers at MAN 2 Banyumas it is well established where the principal tries to create a conducive working atmosphere so that teachers feel comfortable in the school environment and carrying out work. In this case, the principal also needs to provide feedback on all activities such as correcting one another. In addition, school principals also need to pay attention to communication between one subject teacher and another where at MAN 2 Banyumas each subject teacher is in a different room according to the subject group so that missed communication does not occur.

1.3. Principal Technical Skills in Managing Teachers at MAN 2 Banyumas

The principal's technical skills in managing teachers are related to processes, methods and techniques in managing schools. Technical skills are used by leaders to perform specific tasks. The research results show that:

Internal monitoring activities are carried out by looking at administration by controlling at the beginning, in the middle, and at the end of working hours through fingerprints and manual absences, informally carried out at MAN 2 Banyumas on teacher management can be done through chatting, through students, through programs that have been made and supervision is carried out. This supports the truth of Suwarni's opinion (2009: 175) that the managerial skills of school principals make a significant contribution to *the implementation of supervision and the performance of economics teachers in teaching*, both directly and indirectly. So that the principal does not only carry out formally but also supervises from the outside. Supervision activities at MAN 2 Banyumas are in accordance with the opinion of Meranggi et al (2013: 4) that the principal must have a control function to measure and correct the performance of subordinates in order to decide that organizational goals at all levels and plans are being implemented towards achieving the goals set.

In addition to internal monitoring activities at MAN 2 Banyumas, other research results show that supervision activities are carried out by including supervision of learning which is carried out at least twice a semester through class observations assisted by a team appointed by the school principal. The principal implements multi-level management in facilitating supervision activities. This is in accordance with the opinion of Mulyasa (2013: 37) the success of school programs is supported by the performance of a compact and transparent team work from various parties involved in education in schools. Thus the supervision activities at MAN 2 Banyumas, namely the principal is assisted by his work team so that supervision activities for teachers run optimally, this is also in the opinion of Miftahuddin (2014: 73) that professional development can be carried out through supervision activities. As a school principal who has managerial abilities, it is highly demanded to know, understand and be skilled in carrying out his supervision.

The results of other studies also show that activities mobilize subordinates with frequent coordination and communication. The Head of MAN 2 Banyumas divides multilevels to find out their respective duties. In the activity of moving subordinates, motivation, suggestions or reminders of their obligations are also carried out. This is in accordance with the opinion of Wahjosumidjo (2007: 3) that successful principals, namely achieving school goals and the goals of individuals within the school environment, must understand and master organizational roles and cooperative relationships between individuals. MAN 2 Banyumas which in mobilizing subordinates with the coordination of each member must master their respective roles and duties in order to produce quality performance. Activities to mobilize subordinates carried out at MAN 2 Banyumas are in accordance with Wahjosumidjo's opinion (2007: 273) that school principals must be able to mobilize human resources who have the maximum skill, motivation, and creativity. The same thing was stated by Meranggi et al (2013: 9) school climate has a determination on teacher work motivation that the more conducive the physical and psychological atmosphere of the school, the happier the teacher is at school and the more often he will do the tasks that must be done at school.

According to the researchers, the principal's technical skills in managing teachers at MAN 2 Banyumas are in accordance with the school's program. However, according to researchers, the ideal thing is in carrying out supervision, the principal needs to be carried out every time so that it can improve teacher performance without having knowledge from the teacher. The technical skills carried out by the principal make a good contribution to the image of a school that provides learning facilities, professional teachers, making it one of the favorite schools in Banyumas.

CONCLUSION

This Based on the findings of research conducted at MAN 2 Banyumas, the following conclusions can be drawn:

1. The conceptual skills of the principal in managing teachers at MAN 2 Banyumas by analyzing teacher needs by dividing working hours, the teacher reflects on the EDS guidelines, there is coordination which is carried out every Monday after ceremonies or meetings, as well as in evaluating teacher activities by looking at administration, supervision activities with class visits assisted by the school principal's work team in evaluation activities are also guided by EDS, SKP, and PKG. As well as how to solve the problems faced by teachers by providing learning methodology at the beginning of each year, assessment problems and conducting syllabus training and evaluation tools.
2. Principal human relations skills at MAN 2 Banyumas can be demonstrated by setting up a conducive, harmonious, democratic work environment. In conducting communication there also utilize social media such as WA, summons, meetings and job descriptions are carried out in carrying out equal distribution of duties and responsibilities according to the abilities of each member and there are incentives that are not always in the form of material but also appreciation on condition that they show the quality of their work.

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3. The technical skills of the school principal in managing teachers at MAN 2 Banyumas carry out internal monitoring activities by looking at administration by controlling at the beginning, in the middle, and at the end of working hours through finger print or manual absences, informally this can be done through chatting, through students, through programs that have been made and carried out supervision. In addition, internal supervision is also carried out through supervision activities which are included in learning supervision carried out in one semester at least twice during class visits. In moving members by dividing multilevel, coordination, communication, motivation and reminding of their obligations.

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