

# Analysis of Principal Managerial Task Implementation in Junior High School

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**Abstract**— The purpose of this article analyzes the principal's work in school managerial. The method used is a quantitative method using a questionnaire instrument. This study used total sampling. The results of this study stated that the achievement of principals' task implementation in school managerial was 88.64%. In more detail school planning, school development, leadership, human resources management, infrastructure management, public relations, student management, curriculum, financial, administrative management, Special Job Exchange, special service management, web management, and online media have been good.

**Keywords**— *analysis; principal managerial tasks*

## I. INTRODUCTION

Technological developments and changes experienced in recent years have significantly influenced organizational management [1] One of the policy changes in Indonesia today is the principal's policy [2] about teachers with additional responsibilities [3] and also refers to [4]. This policy adjustment changes the implementation of the principal's duties. In the previous policy, the principal had the task of being managerial and also teaching. However, in the current policy, the principal has managerial tasks, entrepreneurship developers, and supervision of teachers and education personnel.

Policy changes affect the implementation of the principal's duties that needs to be analyzed to see the effectiveness of the principal's work. The principal is very important in school management. The difference between high and low performing schools is due to the influence of the principal [5]. Then, leadership has a strategic role in determining whether an organization is progressing or not [6]. Leadership in an organization has a very large role in building relationships between individuals and forming organizational values as a basic foundation for achieving organizational goals.

Previous studies have stated that the principal role is very important. As stated by [7] that leadership has a strategic role in determining whether an organization is progressing or not. Principal's leadership also influences organizational effectiveness [8]. And according to Ramadoni (2014) stated that the principal's leadership can improve teacher performance. Meanwhile according to [9] suggested that the principal's managerial ability could positively influence teacher performance. School leaders must be strategic in doing their work which will motivate teachers to maintain their capacity building. Practices for managing teaching programs for teachers need to be coordinated thus they understand how to improve planning for better school (Maria, et al: 2016).

## II. METHODS

This research is a qualitative research method. This method is used because researchers want to obtain and study data containing meaning in more depth [10]. This study aims to examine more deeply and analyze the implementation of new policies for school principals according to Government Regulation No. 19 of 2017. The procedure in this study was carried out for one year. The research procedures are: (1) conducting policy studies and literature studies on the principals' tasks implementation at school (2) making research guidelines/instruments (3) conducting research, (4) conducting focus group discussions, (5) Recording data, (6) data verification, (7) analyzing data, (8) qualitative narrative. Data analysis by data collect, display data, reduction data and verification and conclusion.

## III. RESULTS AND DISCUSSION

Based on the study results in interview, known that principals who are not teaching have more time in managing fields at school. The fields of work are curriculum, students, educators and education personnel, public relations, finance,

special services, web, and online media. The results of research on the implementation of school principals' tasks can be seen as follows:

TABLE I. TASK IMPLEMENTATION IN MANAGERIAL SCORE

No	Task implementation in managerial	Achievement (%)
1	School Planning	84,24
2	School Development	92,73
3	Leadership	92,73
4	Educators & Educational Personnel	90,00
5	Infrastructure	89,09
6	Public Relation	89,09
7	Learners	94,55
8	Curriculum	89,09
9	Finance	91,43
10	Administration	83,64
11	BKK (Special Job Exchange)	84,24
12	Special Services	84,85
13	Web & Media Online	86,67
	Total	88,64

Based on the data above, it is known that the achievement of the principal's task in school management is 88.64%. This score showed that the implementation of the principal's task has been good at managing school. In more detail, the principal's task in school planning is good with 84.24% score. The principal's task in developing school is very good with 92.73% score. The principal's task in leadership is very good with 92.73% score. The principal's task in Educators & Education Personnel management is very good with 90% score. The principal's task in managing infrastructure is good with a score of 89.09%. The principal's task in PR management is good with a score of 89.09%. The principal's task in managing students is good with a score of 94.55%. The principal's task in curriculum management is good with a score of 89.09%. The principal's task in financial management is good with the achievement of 91.43. The principal's task in administration management is good with the achievement of 83.64. The principal's task in BKK (Special Work Exchange) management is good with the achievement of 84.24. The principal's task in special service management is good with 84.85% score. The principal's task in web and online media is also good with 88.64% score.

The principal must have competence in carrying out their duties [11] stated that competence is a set of knowledge, skills, and behaviors that must be owned by the principal in carrying out their duties and responsibilities. Furthermore, managerial competence according to [12] was the ability of principals in organizing and developing school resources to create an effective, efficient learning environment. Principals are required to have skills in developing the human resources

available in their schools, therefore, they can truly be empowered and contribute to the achievement of educational goals in schools.

The principal as a manager must be able to manage hence all school potential can function optimally. This can be done if the principal can perform management functions properly, including (1) planning; (2) organization, (3) direction/control; and (4) supervision.

Then, according to Wahyudi (2009: 64), in order to carry out its role and function as a manager, "the principal must have the right strategy to utilize educational staff through cooperation or giving opportunities to the teaching staff to improve their profession, and encourage the involvement of all education staff in various activities that support school programs.

In the school managerial context, a school principal is required to carry out the following competencies: (1) compiling school planning for various levels (2) developing school organizations as needed (3) leading schools in optimizing school resources, (4) managing changes and developing schools towards effective learning organizations (5) creating culture and a conducive and innovative situation for student learning (6) managing teachers and staff in utilizing human resources optimally (7) managing school infrastructure (8) managing school relations and community in seeking support, ideas, learning resources, and school financing (9) managing new student acceptance and placement and capacity building for students. (10) managing curriculum development and learning activities according to the direction and objectives of national education (11) managing school finance under accountable, transparent and efficient management (12) managing school administration in supporting school goals achievement (13) managing special school service units in supporting learning activities (14) managing school information systems in supporting program preparation and decision making (15) utilizing information technology advancements to improve learning and school management (16) monitoring, evaluating, and reporting the implementation of school program activities with appropriate procedures and plan.

Education management is interpreted as an activity of integrating educational resources, therefore, they focus on achieving educational goals (Made Pidarta 2008: 4). The educational resources here are employment, funding, facilities, and infrastructure including information. Thus, a manager's ability to carry out managerial tasks is to integrate these resources. In this definition, of course, includes the process of planning, organizing, mobilizing, and controlling as a management function (Sudibyo: 2008). How resources are planned, organized, directed, and controlled to achieve organizational goals is the question that must be answered in managerial tasks.

Whereas Ricard (1975: 168) defined management education as one's efforts to direct, and provide opportunities for others to carry out work effectively, and accept personal accountability to achieve the measurement results set. In this context, the achievement of management functions and results can be measured clearly, therefore the objectives must be

formulated hence the comparison between planning and results achieved is clear based on planning. In other words, management needs a standard as a success measurement.

A manager is a person who tries to achieve counted goals, and the administrator as a person who tries to achieve uncounted goals. This managerial competency must be understood more broadly, for example in planning, a school principal must comprehend the theory of planning and all national education policies as a foundation in school planning, either strategic planning, operational planning, annual planning, or school budgets. The preparation of this plan also includes operational planning and strategic planning.

#### IV. CONCLUSION

After a change of policy regarding the implementation of principals' task in managerial, it concludes that the implementation of principals' task in managerial has been good. This is because principals have more time to manage fields at school namely curriculum, students, educators and education personnel, public relations, finance, and special.

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