An Analysis of Competence of the Principal in Managing Curriculum Development

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Abstract. This study aims to describe the results of the analysis of the principal's competence variable in managing the curriculum. This research was conducted in Sungai Limau District, Padang Pariaman Regency, West Sumatra, Indonesia. The sampling technique in this study used Simple Random Sampling with a total population of 117 teachers and a sample of 91 teachers with an error rate of 5%. This type of research data is a primary data source. The instrument uses a Likert scale in determining alternative answers. The instrument has gone through the stages of validity and reliability and is declared valid and reliable. Data collection is done by meeting the respondent directly, submitting the instrument and collecting it again after being filled in by the respondent. Data analysis techniques with the stages of data verification, data classification and tabulation, calculating the mean (average) of answers, describing the data that has been processed in the table. Overall regarding the Principal's Competence in Managing Curriculum Development with an average score of 3.7, the percentage of achievement is 74%. Being in the quite capable category.

Keywords: Analysis · Competence · Principal · Managing Curriculum

1 Introduction

The principal plays an important role in the administration of education, and controls the process that will transform prospective students (educational inputs) into graduates (educational outputs) to be useful for the community. The standard for becoming a school principal is contained in the Regulation of the Minister of National Education concerning Standards for Principals/Madrasah, which contains the competencies that must be mastered, namely personality, managerial, entrepreneurial, supervisory, and social competencies. Managerial competence is one of the most important competencies to be mastered by the principal [1].

Perception is a sensing process, the process of receiving a stimulus by the individual through the senses or also called a sensory process [2]. Because perception is an integrated activity within the individual, it will actively participate in perception [3]. Define perception as a process of paying attention, selecting, organizing, and interpreting environmental stimuli [4]. So in general, the teacher's perception in this study according to

the author is the teacher's perception of the principal's competence in managing curriculum development in SMA in Sungai Limau District is the teacher's response based on the attention, interpretation and stimulus he receives on the principal's ability to manage curriculum development.

Wahyudi defines competence as "the ability to carry out something that is obtained through education and training. Competence is obtained through education and training with certain standards and qualities in accordance with the tasks to be carried out [5]. Suggests managerial competence is the ability and understanding of the principal in terms of school management [6]. Based on this description, it can be concluded that managerial competence is the ability or expertise of the principal in planning, managing, leading, developing school resources and monitoring, evaluating and reporting on the implementation of school activity programs with appropriate procedures [7].

Suggests that the curriculum is all activities given to students under the responsibility of the school [8]. The things that need to be done by school principals in curriculum are the division of teacher duties, compiling an educational calendar and lesson schedule, the division of time used, determining the implementation of learning evaluations, determining assessments, determining grade promotion norms, recording student learning progress, improving learning improvements and filling empty hours [9]. Furthermore, student needs and progress, technology and the arts [10] 9) explore and mobilize educational resources 10) identify the need for local curriculum development 11) evaluate the implementation of their respective school curricula, conduct research and development on efforts to improve quality and quality school management [8]. Based on this opinion, it can be concluded that in order to carry out management in the field of curriculum the principal must be able to manage the preparation of the educational calendar, manage the development of the syllabus and lesson plans, manage the division of teacher tasks and arrange schedules, the ability to guide, assist and overcome difficulties for teachers to carry out learning, manage curriculum evaluation, technology and arts 9) explore and mobilize educational resources 10) identify the need for local curriculum development 11) evaluate the implementation of their respective school curricula, conduct research and development on efforts to improve quality and quality school management [11]. Based on this opinion, it can be concluded that in order to carry out management in the field of curriculum the principal must be able to manage the preparation of the educational calendar, manage the development of the syllabus and lesson plans, manage the division of teacher tasks and arrange schedules, the ability to guide, assist and overcome difficulties for teachers to carry out learning, manage curriculum evaluation [12]. Technology and arts 9) explore and mobilize educational resources 10) identify the need for local curriculum development 11) evaluate the implementation of their respective school curricula, conduct research and development on efforts to improve quality and quality school management. Based on this opinion, it can be concluded that in order to carry out management in the field of curriculum the principal must be able to manage the preparation of the educational calendar, manage the development of the syllabus and lesson plans, manage the division of teacher tasks and arrange schedules, the ability to guide, assist and overcome difficulties for teachers to carry out learning, manage curriculum evaluation to conduct research and development on efforts to improve quality and quality school management [13]. Based on this opinion, it can be concluded that

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Principal competence in managing curriculum development is one of the sub-competencies that must be possessed by school principals in implementing managerial competence. This competency is needed so that the management of the learning experience of students in schools can run effectively in order to achieve educational goals.

This research is focused on the teacher's perception of the principal's competence in managing curriculum development. Five indicators of teacher perceptions of the competence of principals in managing curriculum development in high schools throughout the Sungai Limau sub-district were selected, namely the ability to manage the preparation of the educational calendar, the ability to manage the development of syllabus and lesson plans, the ability to manage the division of teacher tasks and schedule schedules, the ability to guide, assist and overcome difficulties for teachers to carry out learning, the ability to manage curriculum evaluation.

2   Method

This type of research is descriptive research [15]. The research population is high school teachers in Sungai Limau sub-district totaling 117 people. The sample in this study was 91 people [15]. The research instrument used was a questionnaire in the form of a Likert scale that had been tested for validity and reliability [16]. The validity of the questionnaire was determined by the Spearman tiering formula. The results of the validity state that the calculated rho is 0.884 > the table rho is 0.648. Reliability is determined by the Alpha formula with r arithmetic 0.947 > r table 0.632. After obtaining the validity and reliability of the instrument, the questionnaire was distributed to the respondents then the data was collected and processed by calculating the frequency and determining the average of each answer score using the mean (average) formula.

3   Result and Discussion

This type of research is descriptive research. The research population is high school teachers in Sungai Limau sub-district totaling 117 people. The sample in this study was 91 people. The research instrument used was a questionnaire in the form of a Likert scale that had been tested for validity and reliability. The validity of the questionnaire was determined by the Spearman tiering formula. The results of the validity state that

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Research Results and Discussion
The results obtained indicate that the teacher's perception of the principal's competence in managing curriculum development in Sungai Limau which is viewed from the indicators of the ability to manage the preparation of the educational calendar, the ability to manage the development of syllabus and lesson plans, the ability to manage the division of teacher tasks and prepare schedule, ability to guide, assist and overcome difficulties for teachers to carry out learning, ability to manage curriculum evaluation.

Teacher's Perception of Principal Competencies in managing curriculum development in SMA in Sungai Limau District on the Ability to Manage Education Calendar Preparation with an average score of 4.0 with an 80% achievement percentage in the capable category, this means the ability to manage the preparation of an educational calendar that is that has been carried out by the Principal at SMA in Sungai Limau District can be categorized as capable.

Teachers' Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District on the indicators of the ability to manage the development of syllabus and lesson plans with an average score of 3.7 the percentage of achievement of 74% is in the quite capable category, this means the ability to manage calendar preparation The education carried out by school principals in high schools throughout the Sungai Limau sub-district can be categorized as quite capable.

Teachers' Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District on indicators of ability to manage teacher assignment distribution and schedule planning with an average score of 4.0, 80% achievement percentage is in the good category, this means the ability to manage division of tasks Teachers and Arrange Schedules carried out by the Principal at SMA in Sungai Limau District can be categorized as capable.

Teachers' Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District on indicators of the ability to guide, assist and overcome teacher difficulties in carrying out learning with an average score of 3.2 with an achievement percentage of 64% being in the Poor category. Means that the ability to guide, assist and overcome difficulties for teachers to carry out learning carried out by school principals in high schools throughout the Sungai Limau district can be categorized as underprivileged.

Teachers' Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District on the indicator of the ability to manage curriculum evaluation with an average score of 3.6 the percentage of achievement of 71% is in the Fairly Able category, this means the Ability to Manage Curriculum Evaluation conducted by Principals at SMA in Sungai Limau District can be categorized as quite capable.

So overall the average score regarding Teacher Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau

Table 1. Recapitulation of Average Teacher Perception Scores

No.	Indicator	Indicator Average	% Achievement	Category
1	Ability to manage preparation of educational calendar	4.0	80	CAPABLE
2	Ability to manage development of syllabus and lesson plans	3.7	4.0	ENOUGH ENOUGH
3	Ability to manage the division of teacher tasks and arrange schedules	4.0	80	CAPABLE
4	Ability to guide, assist and overcome teacher difficulties to carry out learning	3.2	71	LESS FORTUNATE
5	Ability to manage curriculum evaluation	3.6	71	ENOUGH ENOUGH
	Average Score	3.7	74	ENOUGH ENOUGH

District is 3.7, the percentage of achievement is 74%. This score is in the quite capable category. The following can be seen in Table 1.

Table 1 Recapitulation of Average Teacher Perception Scores on the competence of school principals in managing curriculum development in senior high schools in Sungai Limau District.

The results showed that the teacher's perception of the principal's competence in managing curriculum development in senior high schools throughout the Sungai Limau district was 3.7, the percentage of achievement was 74%. This score is in the quite capable category.

Based on the results of the study, it is known that the teacher's perception of the principal's competence in managing curriculum development in senior high schools throughout the Sungai Limau District on the Indicator of Ability to Manage Educational Calendaring with an average score of 4.0 with an achievement percentage of 80% is in the capable category. The highest average score on the indicator of Ability to Manage Educational Calendar Preparation is in the statement of the ability of the principal to lead a meeting with the board of educators to determine the school education calendar with an average score of 4.3 then the lowest score is the statement of the principal's ability to determine the day effective work based on the provisions of the central government/local government with an average score of 3.9 and the principal's ability to determine ineffective days.

Based on the results of the study, it is known that the Principal's Competence in Managing Curriculum Development in Senior High Schools in Sungai Limau District on the indicator of the ability to manage the development of syllabus and lesson plans with an average score of 3.7 the percentage of achievement of 74% is in the quite capable category. The highest average score on the indicator of Ability to manage the development of syllabus and lesson plans is on the statement of the ability of the principal to direct teachers to compile a syllabus at the beginning of the semester/school year with

an average score of 4.3 then the lowest score is the statement of Ability the principal facilitates the teacher to select appropriate teaching resources and materials for each subject matter with an average score of 3.2.

Based on the results of the study, it was found that Teacher's Perception of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District on the ability indicator to Manage Teacher Tasks and Schedule Arrangements with an average score of 4.0, 80% achievement percentage was in the capable category. Average score The highest average on the indicators of Ability to Manage Teacher Duties and Schedule Arrangements is in the statement of the ability of the principal to identify teacher teaching tasks according to the minimum load with an average score of 4.6 and the ability of the principal to hold meetings with teachers and staff to arrange lesson schedules with a score of 4.6 then the lowest score is on the statement of the ability of the principal to arrange a refresher schedule for teachers to follow the development of science and technology. With an average score of 3.0.

Based on the results of the study, it was found that Teacher's Perception of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District on the indicators of the ability to guide, assist and overcome teacher difficulties in carrying out learning with an average score of 3.2 with an achievement percentage of 64% being at Unable category. The highest average score on the indicators of Ability to Guide, Assist and Overcome Teacher Difficulties to Implement Learning is in the statement of the ability of the principal to guide teachers in choosing teaching materials with an average score of 4.1. Then the lowest score is on the statement of the principal's ability to help teachers overcome personal problems in teaching each subject with an average score of 2.3.

Teachers' Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District on the indicator of the ability to manage curriculum evaluation with an average score of 3.6 the percentage of achievement of 71% is in the Fairly Able category. The highest average score on the ability indicator of Managing Curriculum Evaluation is the statement of the principal's ability to evaluate the condition of student learning facilities and resources with an average score of 4.2. Then the lowest score is on the statement of the principal's ability to evaluate the learning process that has been carried out by the teacher in the classroom with an average score of 2.9.

Overall, the average score on Teacher Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District is 3.7, the percentage of achievement is 74%. This score is in the quite capable category.

4   Conclusion

The results showed that the overall average score on Teacher Perceptions of Principal Competencies in Managing Curriculum Development in Senior High Schools in Sungai Limau District was 3.7 the percentage of achievement of 74% this score was in the quite capable category. This shows that the Principal's Competence in Managing Curriculum Development in Senior High Schools in Sungai Limau District is quite capable.

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