

Comparison of Principal Public and Private High School Performance

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Abstract—The purpose of this study is to know the description of the performance of principals in improving the performance of public and private high school teachers in one city in Eastern Indonesia, as well as differences in performance. This research was conducted by using descriptive method and quantitative approach, and supported by library research. Data collection techniques using questionnaires, which became the population is the teachers of Public and Private High School one of the City in Eastern Indonesia with a sample of 164 respondents for Public High School and 92 respondents for Private High School. Based on the calculation using Weight Means Score (WMS) formula, it is found that the performance of public and private high school principals in improving teacher performance is in very good category. The performance of private high school principals is higher than public high school, but the difference is not very significant. It can be concluded that the performance of school principals in improving the performance of teachers of Public and Private High School one of the City of Indonesia in the East has been evenly distributed.

Keywords—*comparison of principal public; private high school performance; Indonesia in the East; school*

I. INTRODUCTION

School is a forum for the ongoing process of education involving a number of resources that work together to achieve the goals set. The resources in question include human resources consisting of principals, teachers, staff, learners or students and parents of students. An important component for achieving organizational goals in this context is school principals. In Indonesia the principal is the teacher who is assigned to lead a school. For that the principal is responsible for teachers, curriculum, learning process, school administration, other education personnel training, and utilization and maintenance of facilities and infrastructure [1-3].

The topic of Principal's performance is important because it is related to school performance [4]. In Indonesia the measuring tool in the performance assessment of Principal in public high school is assessed by the school supervisor. Aspects assessed are preparation of teaching and learning process (KBM), preparation of semester program and annual program. In addition, the supervision in public high school has its own teams, where a senior teacher and supervisor should supervise the teachers according to the knowledge they are expanding so that the results of the supervision contain a useful

suggestion element for the supervised teacher. Supervision results should be reported to the principal.

The performance assessment of principals in private high schools can be seen in short-term, medium-term, and long-term programs; national exam results; the number of students in the class increase, the competitions of academic competitions held in all regencies / cities, provinces, or national as well as non-academic competitions such as journalism, literary development, sports, and arts; percentage of students who continue to college; alumni achievement; innovation programs for both teachers and students; and the government's trust to implement new programs. The school's supervisory process is conducted by foundations, agencies / supervisors, teachers (advice box, private meetings, and meetings), and students who can be written in the suggestion box. The scope of performance assessment Principal that is: supervision skills, analytical skills and managerial skills.

Research on the performance of principals has been done but research that compares the performance of Principals Public and Private High School is still rarely done.

II. METHODS

The method used in this research is descriptive method with quantitative approach. Respondents involved in this research are teachers of public and private high schools in one of the cities in Eastern Indonesia. Before the instrument is distributed to the respondents, the researcher sees the need to test first on the instruments that have been prepared that is by doing the test validity and reliability test. The testing of instrument validity in this research by using Chi Square formula. The instrument used is a questionnaire. After the data collected then the researchers conducted data analysis so that it can obtain the results of research.

The steps of data analysis in this study started from the selection of data, calculate the general trend of respondents scores of each variable with the formula Weighted Means Score (WMS), then test the normality of data used to determine whether the data processing using parametric data analysis or non - parametric, to calculate the researchers using the calculation application in Microsoft Excel 2007 and SPSS 22.0 for Windows, then to test the research hypothesis done through the stages: variance homogeneity test and use of t-test.

III. RESULTS AND DISCUSSION

A. *Principal's Performance of Public High School*

Based on the above WMS calculation results can be known average performance of principals in improving teacher performance in Public High School that is equal to 3.36 or can be categorized very good. Can also be interpreted that the performance of the principal is very supportive in improving the performance of teacher's public high school. The following is the exposure of the trends score of each aspect of the Variable X1:

B. *Supervision Competencies*

Based on the calculation of general trend, on this competence, the average tendency value is 3.25 or can be categorized into very good group. This shows that supervision activities conducted by the principal of public high school can improve the performance of the teacher. In this aspect of supervision there are 3 indicators in it, that is planning supervision program, carry out supervision, and follow up the result of supervision.

In the indicator of supervision plan obtained results 3.59 and included into the category very well. In this case shows that the principal prior to supervision, first plan the supervision program in order to become a reference in the implementation of supervision to be implemented. The second indicator in the supervision aspect is to carry out the supervision program, which in this indicator obtained the value of 3.01 which is in very good category. The principal of public high school conducts supervision twice a year. And in the implementation also principals of public high school using good academic supervision techniques, such as group discussions, class visits, individual conversations with teachers, and simulation of learning. After planning and carrying out supervision, what the principal must do is to follow up on the results of the supervision. From the results of the WMS performance of principals, in this indicator obtained 3.14 results that fall into the category very well. This may indicate that the principal re-confirms the results of supervision to the teacher so that the teachers can know what needs to be improved or maintained in order to improve their performance.

C. *Managerial Competence*

The second competence that the principal must have in order to improve teacher performance is managerial competence. From the results of WMS calculations found that this competence has a value of 3.30 which is included into the category very well. In this aspect there are four indicators that can support managerial competencies such as preparing school planning, managing educators, managing infrastructure facilities, and lastly managing curriculum development and learning activities.

In the indicator of preparing the school plan obtained 3.25 results are included into the category very well. In preparing the school planning program, the principal of public high school always involves the teachers and also instills school vision and mission to the teachers. The second indicator is managing educators who score 3.46, including into very good

categories. In giving the task to the teacher, the principal of public high school always assigns the teacher in accordance with the educational background pursued by the teacher. In addition, the principal of vocational school also provides opportunities for teachers to follow the training to support their performance.

Managing school facilities and infrastructure is the third indicator in the aspect of managerial competence, in this indicator obtained a value of 3.40 which is included into the category very good. School facilities and infrastructure is a supporting tool that can support the performance of teachers in conducting KBM (teaching and learning activities). This indicates that the principal must participate in managing school infrastructure. From the value obtained shows that the principal of public high school has managed the school facilities and infrastructure very well.

The last indicator is managing curriculum development and learning activities obtained value 3.10 are in very good category. The things that are done in managing curriculum development is to facilitate the curriculum included into the category very well, and guide the teacher in developing syllabus and the design of learning program (RPP) including into the good category.

D. *Entrepreneurship Competencies*

In this competition, the tendency score is 3.63 which is included in very good category. This indicates that the principal of public high school has implemented entrepreneurial competence very well to improve teacher performance. In this aspect there are 3 indicators that support the entrepreneurial competence that is creating innovation, have the motivation in performing the main tasks and functions, and never give up and always looking for solutions.

Indicator to create innovation get value 3,44 which can be categorized very good. This can be seen from the 2 items of questions that the principal creates a conducive climate for the development of teacher performance and principal encourages teachers in the development and creativity of learning. The second indicator is having the motivation in performing the main tasks and functions that get the value of 3.55 and included into the category very well. From the score of the obtained value indicates that the principal of public high school has motivated the teacher in performing the main duty and function very well. This motivation is needed so that teachers are encouraged to work better from day to day.

The last indicator is unyielding and always looking for a solution. In any organization or workplace there must be problems in it, both internal and external issues. Principals as leaders are required to solve these problems by finding the best solution. In this indicator, the principal of public high school received a score of 3.63 which is included into the category very well. This indicates that the principal of public high school has succeeded in solving the problems that occur along with providing the best solution.

1) *Principal's performance of private high school:* Based on the results of WMS calculation can be seen that the average performance of principals in improving the performance of

teachers in private high school that is equal to 3.68 or can be categorized very good. Berikut ini merupakan pemaparan skor kecenderungan masing-masing aspek dari variabel X2:

a) *Supervision competencies*: Based on the calculation of general trend on this competence, the average tendency value obtained is 3.48 or can be categorized into very good group. The competence of supervision is a basic competency possessed by a principal. The Principal of Private High School proves that the supervision competence has been done very well. The indicator of supervision competence is planning the supervision program, carry out supervision program, and follow up the supervision result.

Indicator planning supervision program obtained value 3,61 which is included into very good category. In this indicator the principal is expected to schedule and socialize the supervision schedule to the teacher prior to supervision. The next indicator is to carry out a supervisory program that earns a score of 3.23 and is included in the excellent category. In this indicator found that the principal of the Private High School supervisors performing supervision 3 times or more in one year. In addition, the supervision methods used are also diverse, ie, conduct group discussions, conduct class visits, conduct individual conversations with teachers, and conduct learning simulations. Just do a learning simulation that belongs to good category while the other three methods go into very good category.

The last indicator is to follow up the results of the supervision whereby the principal of the Private High School must confirm the supervision result that has been done to the teacher. In this indicator obtained a value of 3.59 which can be categorized very well. This proves that the principals of Private High School always reflect on the implementation and teaching tasks of teachers as well as confirm the records of supervision results. Where records of supervision results are required by the teacher in order to know what should be improved with the aim of improving teacher performance.

b) *Managerial competence*: Managerial competence is very important to be owned by the principal, where the principal as a leader must be able to manage resources in school. Based on the calculation of general trends, the core competence obtained an average trend value of 3.67 or can be categorized very well. Based on the calculation of general trends, the core competence obtained an average trend value of 3.67 or can be categorized very well. There are 4 indicators that can support the managerial competence that is making school planning, managing educators, managing facilities and infrastructure, and managing curriculum activities and learning activities.

Arranging school planning scored 3.70 that belong to very good category. The Principal of Private High School always proved to involve teachers in making school planning and instilling school vision and mission to the teacher. The second indicator is managing educators who score 3.78 and fall into the category very well. This proves that the principals of Private High School always assign teachers in accordance with their educational background, and always provide opportunities

for teachers to attend trainings to support the performance of teachers.

The next indicator is managing facilities and infrastructure that scored 3.62 and included into the category very well. School facilities and infrastructure is a supporting tool in teaching and learning activities which is one of the main tasks of teachers. In the maintenance and management is not only the teachers are responsible but the principal must participate in managing the school infrastructure.

The last indicator is managing curriculum activities and learning activities. In this indicator obtained the value of 3.58 and included into the category very well. Principal of Private High School always facilitate the implementation of curriculum and always guide the teacher in developing syllabus and RPP.

c) *Entrepreneurship competencies*: In this competition the tendency score obtained is 3.70 which is included into the category very well. This shows that this entrepreneurial competence can improve the performance of teachers in private high school. This competence is supported by 3 indicators in which is to create innovation, have the motivation in performing basic tasks and functions, and never give up and always looking for solutions.

The first indicator in this competition is creating innovation. Principal as the leader is expected to always have innovations or new ideas in supporting the quality of school. In this indicator obtained a value of 3.73 which is included into the category very well. Principal High School Private always creates a conducive climate for the development of teacher performance and always encourage teachers in the development of learning creativity.

Have the motivation in performing the main tasks and functions to score 3.63 which is included into the category very well. The principal as a leader becomes an example for one's subordinate teacher. By always carrying out the main tasks and functions with either the presence or absence of supervision, can be a motivation and exemplary that can be imitated by teachers so that teachers perform their basic duties and functions well every day.

The last indicator is unyielding and always looking for a solution that earns a score of 3.75 and belongs to a very good category. This indicates that the principal of the Private High School is always objective or impartial in dealing with internal conflicts. In addition, the Principal of Private High School is also always looking for the best solution in solving the problems faced by the school.

2) *Principal performance comparison in improving teacher performance of public and private senior high school*: Permendiknas number 13 of 2007 on Intrumen performance assessment of principals based on competence standards principals explained that there are several competencies that support the performance of principals that is supplement competence, managerial competence, and entrepreneurial competence. These 3 competencies constitute a basic

reference in assessing whether the principal's performance is well done or not [5].

The difference between the performance of principals in improving the performance of public and private high school teachers has no significant difference. This can be seen from the calculation of test "t" or t-test.

Based on the result of t-test calculation by using the formula of pooled variance (attached) is known $t_{count} = -0.89$ while t_{table} at 95% confidence = 1,962, then $t_{count} < t_{table}$ ($-0,89 < 1,962$). Thus H_0 accepted and H_a rejected. This shows that there is no significant difference between X1 variable (Principal Performance in Improving Teacher Performance of State Senior High School) with variable X2 (Principal Performance in Improving Performance of Private High School Teachers). So the hypothesis proposed by the researcher is rejected. Thus there is no significant difference between the performance of principals in improving the performance of public and private high school teachers.

In the calculation of WMS (Weighted Mens Score) there is a difference in every aspect of headmaster performance competence in improving the performance of public and private high school teachers, namely the aspect of supervision competence (public high school = 3.15 and private high school = 3.37), managerial competence aspect public high school = 3.29 and Private High School = 3,64), and aspect of entrepreneurial competence (public high school = 3,57 and private high school = 3,72). The difference is only a small difference from every aspect with a small disaggregated average value and statistically indicative of the difference of insignificant differences.

Researchers assume that there is no significant difference between principal performance in improving teacher performance of public and private high school caused by performance standard of principal which has been determined by Education Office, Youth and Sports to improve education quality. The standardization of the principal's performance standards is done because of the awareness of the principal to improve the quality of education because as already written earlier in 2012, East Nusa Tenggara province is the province with the lowest UN high school graduation rate in Indonesia.

This makes the headmaster encouraged to improve his performance which will also affect the performance of teachers and graduate outcomes. And proven in 2014 the number of graduation increases drastically and the average graduation per school 100%.

It is expected that with the performance of principals in both public and private high schools can support the quality of education. And the absence of exaggerated assumptions between the differences between Public and Private High School. It is also expected that the students will be spread evenly in both public and private high schools.

IV. CONCLUSION

Based on the data obtained in the research that has been described in the previous chapter, it can be concluded that the performance of public and private high school principals has done very well. The performance of private high school principals is superior to public high school but the differences shown are not significant. The performance of this principal can be measured through teachers' perceptions of the principal's performance in improving the teacher's performance in daily activities. It is also hoped that at the time of the election of the principal, the candidate principal must have basic competencies that can support the performance of teachers and improve the quality of the school.

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