

## THE INFLUENCE OF THE SCHOOL PRINCIPAL'S MANAGERIAL CAPABILITY ON TEACHER PERFORMANCE IN MAN 1 MEDAN

**Ahmad Fauzan Nafis**

[nafiszaidan1234@gmail.com](mailto:nafiszaidan1234@gmail.com)

North Sumatra State Islamic University

**Panji Kusuma**

[panjikesuma58@gmail.com](mailto:panjikesuma58@gmail.com)

North Sumatra State Islamic University

**Sulvi Andini Br Butar Butar**

[sulviandini13@gmail.com](mailto:sulviandini13@gmail.com)

North Sumatra State Islamic University

**Poviola Chaerani Putri**

[violachaerani12@gmail.com](mailto:violachaerani12@gmail.com)

North Sumatra State Islamic University

**Fauzia Ramadhani**

[fauziaramadhani64@gmail.com](mailto:fauziaramadhani64@gmail.com)

North Sumatra State Islamic University

### Abstract

This research aims to determine and analyze the influence of the principal's managerial abilities on teacher performance at MAN 1 Medan. In this research, the managerial ability of school principals is defined as the ability to manage resources, develop policies, and improve the quality of education. Teacher performance is measured based on teaching quality, participation, and motivation. The research results show that the managerial abilities of school principals have a significant influence on teacher performance. School principals who have good managerial skills can improve teacher performance through effective resource management, strategic policy development, and improving the quality of education. These results indicate that the principal's managerial ability plays an important role in improving teacher performance and the quality of education at MAN 1 Medan. In synthesis, this research suggests that school principals must have good managerial skills to improve teacher performance and educational quality. Therefore, this research can be a reference for school principals and related parties in improving the quality of education at MAN 1 Medan.

**Keywords:** Managerial Ability, Teacher Performance, School Principal, MAN 1 Medan



Journal of Accounting Open access under Creative Commons Attribution-ShareAlike 4.0 International License. (CC BY-SA 4.0)

**Corresponding Author** [fauziaramadhani64@gmail.com](mailto:fauziaramadhani64@gmail.com)

## **INTRODUCTION**

Education is one of the nation's important assets which plays a strategic role in improving the quality of human resources. In an effort to improve the quality of education, the role of teachers as teachers and mentors is very important. However, teacher performance is not only influenced by the teacher's own abilities and qualities, but also by other factors such as the managerial abilities of the school principal.

The principal as a leader in the school has an important role in improving teacher performance. In recent years, the role of school principals has increased to become more strategic in improving the quality of education. Therefore, this research aims to determine and analyze the influence of the principal's managerial abilities on teacher performance at MAN 1 Medan.

In this research, teacher performance is measured based on teaching quality, participation, and motivation. A school principal's managerial ability is defined as the ability to manage resources, develop policies, and improve the quality of education. It is hoped that this research can contribute to knowledge and practice in improving teacher performance and the quality of education at MAN 1 Medan.

## **LITERATURE REVIEW**

Education is one of the nation's important assets which plays a strategic role in improving the quality of human resources. In an effort to improve the quality of education, the role of teachers as teachers and mentors is very important. However, teacher performance is not only influenced by the teacher's own abilities and qualities, but also by other factors such as the managerial abilities of the school principal.

Many previous studies have shown that the managerial abilities of school principals have a significant influence on teacher performance. For example, research by Suryadi (2017) found that the managerial abilities of school principals have a positive effect on teacher performance through effective resource management and strategic policy development.

Other research by Widyastuti (2018) also found that the managerial abilities of school principals have a significant influence on teacher

performance by increasing teacher motivation and participation. The results of this research indicate that the managerial abilities of school principals play an important role in improving teacher performance and the quality of education.

However, previous research also shows that the managerial abilities of school principals are not only influenced by their own abilities, but also by other factors such as organizational culture and available resources. For example, research by Nurhasanah (2019) found that a supportive organizational culture had a positive influence on the managerial abilities of school principals.

In synthesis, previous research shows that the managerial abilities of school principals have a significant influence on teacher performance through effective resource management, strategic policy development, and increasing teacher motivation and participation. Therefore, it is hoped that this research can contribute to knowledge and practice in improving teacher performance and the quality of education at MAN 1 Medan.

## **METHOD STUDY**

The research methods used were surveys and interviews. Surveys were used to collect data about student participation, their satisfaction with the 2013 curriculum activities, and the perceived positive impacts. Interviews were conducted with the school principal. The research method used in this research is a qualitative research method. This research was conducted at MAN 1 Medan. Research Instrument The research instruments used in this research are:

Principal Managerial Ability Questionnaire: Used to measure the managerial abilities of school principals in managing resources, developing policies, and improving the quality of education. Teacher Performance Questionnaire: Used to measure teacher performance in teaching quality, participation, and motivation. Data collection technique

Data was collected through questionnaires given to teachers and school principals. The questionnaire is filled in by the teacher and principal independently.

Data analysis

The data collected was then analyzed using multiple linear regression analysis to determine the relationship between the managerial abilities of school principals and teacher performance.

### **Validity and Reliability**

The validity and reliability of the research instruments were tested using factor and correlation analysis. The results of the analysis show that the research instrument has high validity and reliability.

### **Research Limitations**

The limitation of this research is that this research was only conducted at MAN 1 Medan and did not involve teachers and principals from other schools.

## **FINDINGS AND DISCUSSION**

### **A. Principal Leadership Functions**

According to general understanding, a school principal is a person who has a significant leadership position in an educational organization. A school leader is a person who has the authority to manage, organize and carry out management processes in his environment on a basic powers legally granted by competent parties.

powers legally granted by competent parties. can be identified as follows:

- a. Intend to worship in carrying out his duties.
- b. Religious and obedient in implementing its teachings.
- c. Have good intentions as a school principal.
- d. Be fair in solving problems.
- e. Believe that working in the school environment is worship and a calling.
- f. Be tawadhuk (humble).
- g. Desire to improve the school.
- h. Not too ambitious about material rewards from the results of his work.
- i. Responsible for all his words and actions .

The principal is the implementer of the school's administrative functions. In carrying out their duties, school principals as educational administrators are required to have sensitivity and serious attention to the implementation of the various duties of their personnel, namely teachers and administrative employees. (Yusutria, 2022)

### **B. School Principals as Educational Managers and Supervisors**

Management is a process of planning, organizing, leading and controlling the efforts of organizational members as well as utilizing existing resources to achieve common goals.(Basri, 2023)

A school principal is essentially a planner, organizer, leader and controller of education in a school. The existence of the school principal as a manager has a significant role in developing and empowering various existing resources in achieving the goals that have been set. As an organization, a school needs a leader who is able to carry out planning, organizing, leadership and control so that the organization can run well and achieve the various goals that have been set. There are various school resources that must be managed and organized by a school principal as an education manager.

### **C. Teacher Performance**

Performance comes from the English word " *performance* " which means work achievement or work implementation or work achievement or work results. In interpreting the word performance, experts certainly have different opinions, according to their respective points of view. Performance or performance is always based on the description and specifications of a job which is the duty and responsibility of a personnel. Thus, it can be said that performance is a manifestation or synergistic combination of ability and motivation in carrying out work. Thus, a person's performance can be seen from his productivity in carrying out his work. Based on several definitions of performance that have been put forward by experts, it can be concluded that performance is a work achievement achieved by a person and the results meet the requirements for quality, quantity and speed, in accordance with the initial plan before carrying out work. To carry out a job, it is necessary to establish clear performance standards because these standards are descriptions and specifications of positions/jobs as minimum competencies that must be met by an employee in carrying out their work.

### **D. Managerial Capabilities of School Principals in Preparing Teacher Performance Improvement Programs**

The results of the research show that planning activities for M AN 1 Medan is carried out at the end of each school year which includes intra and extracurricular activities, improving school facilities and infrastructure, planning administrative activities, accepting new students, preparing administration/learning tools by teachers and so on. deemed necessary, including the funding needed to support teaching and learning activities. This illustrates that there is the ability of the principal in preparing teacher performance improvement programs at MAN 1 Medan .

In improving teacher work performance, the role of the principal as a leader is very important, because with the principal's actions (recommendations, orders or warnings) teachers will work harder to achieve goals.

From the research results it can be concluded that the head of MAN 1 Medan has high abilities in choosing a leadership style to improve teacher performance. He chooses a leadership style that suits the conditions faced, namely a situational leadership style. Differences in teachers' attitudes and personalities must be addressed by not using the same leadership style in developing them, especially to increase their work motivation .

#### **E. Managerial Capabilities of School Principals in Increasing Collaboration and Cooperation between Teachers at MAN 1 Medan**

The principal has a very important role in increasing collaboration and cooperation between teachers at MAN 1 Medan. In recent years, MAN 1 Medan has experienced several structural and organizational changes that have affected the way teachers and staff work. In situations like this, school principals who have strong managerial abilities can act as effective directors and motivators to improve collaboration between teachers. Strong managerial abilities in school principals can be seen from several aspects, such as communication skills, decision-making abilities, motivation, and conflict management abilities. By having these abilities, school principals can help improve collaboration between teachers in several ways:

1. Improve Communication: School principals who have good communication skills can help improve collaboration between teachers by communicating effectively and transparently. In this way, teachers can more easily share information and ideas, and can be more effective in working together to achieve school goals.

2. Increasing Motivation: School principals who have strong motivational abilities can help increase collaboration between teachers by providing the right motivation and incentives. In this way, teachers can be more motivated to work together and contribute to the success of the school.
3. Improving Conflict Management: Principals who have strong conflict management skills can help improve collaboration between teachers by resolving conflicts that arise and maintaining a harmonious working atmosphere. In this way, teachers can focus more on school goals and work together more effectively.

In synthesis, school principals who have strong managerial abilities can help improve collaboration between teachers at MAN 1 Medan by increasing communication, motivation and management conflict. In this way, MAN 1 Medan can become a school that is more effective and efficient in achieving educational goals.

#### **F. Principal's Managerial Ability in Providing Support and School Guidance to Teachers in Facing Challenges in the Learning Process**

Headmaster MAN 1 Medan has provided guidance to teachers so that they are time disciplined and responsible in implementing learning at school. However, there are several obstacles that arise, such as teachers who arrive late or do not go to school. To overcome this problem, the school principal gives warnings and directions to teachers who are not disciplined with their time so that it does not happen again. Apart from that, WKM (Deputy Head of Madrasah) also monitors teachers who are absent at each location.

Thus, teachers are expected to be more disciplined and responsible in their duties. However, the author also emphasizes that they must anticipate problems that may arise in the future. In this way, they can take preventive steps to address problems before they occur and ensure that teachers remain disciplined and responsible in carrying out their duties.

### **G. The Managerial Ability of School Principals in Motivating Teachers to Develop Higher Quality Teaching**

The Principal of Man 1 Medan School creates a positive school culture by creating a conducive learning atmosphere, providing rewards and punishments effectively, and meeting the needs of educational staff. This can increase teacher motivation to teach well and improve the quality of teaching, especially in the independent curriculum. Teachers must have creativity in the learning process, not only reading books, but also practicing using objects to understand students better. Apart from that, the learning process is not only limited to the local area. The school principal gives teachers the freedom to be creative in providing learning locally. Teachers must also plan and prepare materials that will be taught to their students before entering the learning process. In synthesis, the principal monitors the activities of teachers and students, including what activities they carry out. In this way, teachers can focus more on learning objectives and students can be more active in the learning process.

The Principal of Man 1 Medan School provides motivation to teachers by creating a situation of harmony and mutual cooperation, providing teachers with the equipment they need to carry out their duties, and providing rewards and punishments. In this way, teachers will be motivated to improve their competence and develop higher quality teaching.

### **H. Obstacles Faced by School Principals in Implementing Teacher Performance Improvement**

The results of the research show that there are several obstacles found by school principals in making plans to improve teacher performance. The principal is able to make plans and if there are difficulties the teachers will definitely ask for help. The planning required by school principals is only general in nature.

The obstacles found by school principals in developing teachers in mastering the basics of education and implementing performance improvement programs are the lack of funds available for teacher training outside of office hours, there are still a small number of teachers who are inactive and the results



of the training have not been able to impact their friends. This gives an idea that a small number of teachers at M AN 1 Medan are not yet able to master the basics of education, which has an impact on their performance in carrying out learning.

Barriers to developing teacher performance capabilities in preparing programs teaching. These obstacles arise from teachers and school principals. The obstacle is that teachers do not have the desire to develop a program, they only use last year's program with slight revisions. The obstacles we face are that we are unable to properly examine the programs of a number of teachers and have almost no time for that. This gives an idea that teacher performance has not yet improved Well done .

School principals encounter obstacles in implementing the programs that have been prepared, especially programs related to improving teacher performance.

#### **I. How to Overcome Barriers to Building Teacher Performance Capabilities in Developing Teaching Programs**

Principals can carry out school self-evaluations to find out the strengths and weaknesses faced in improving teacher performance. In this way, they can identify and overcome obstacles that occur effectively.

School principals need to improve their ability to provide effective supervision. This can be done by attending relevant training and workshops to improve their skills in supervising and assisting teachers.

Principals can increase teacher motivation by creating a harmonious situation and meeting all teacher needs. This can be done by providing training opportunities, career development and awards for teachers who excel.

School principals can improve teacher discipline by enforcing teacher discipline and raising teacher behavior standards. This can be done by checking teacher attendance directly and setting a good example for teachers.

Principals can improve communication with teachers by frequently exchanging ideas and discussing with them. This can help increase teacher motivation and understand their needs.

Principals can increase the resources available to teachers, such as relevant training and teaching materials. This can help improve teachers' abilities and improve their performance.

School principals can improve the quality of learning by developing relevant curricula and improving teachers' teaching abilities. This can help improve student learning achievement.

By implementing the strategies above, school principals can overcome the obstacles faced in improving teacher performance and improving the quality of education in schools.

The third proposition is about the principal's efforts to overcome the obstacles faced in the development of teachers' professional competencies. In general, the effort made is to implement the In-Service Education or Service Training model, elsewhere known as house training (IHT). This service training program is a training or coaching effort that provides opportunities for teachers who get certain position assignments to get performance development. In general, the purpose of in-service training activities is to increase work productivity, increase efficiency, reduce the occurrence of failures, reduce the rate of accidents in work, improve better service, improve teacher morality, provide opportunities for career improvement, improve managerial abilities, how to make decisions, improve one's leadership better, and increase compensation.

With the development of teacher professional competence through the in-service training model, it is a little clear to increase teacher competence as a whole, namely pedagogic competence, personality competence, social competence, and professional competence which cannot be separated because it is an integrated unity and synergy and is reflected in teacher performance as professional educators. Improving teacher performance, which is characterized by the implementation of duties professionally, is believed to have a positive impact on improving the quality of education in education units, as explained by Mulyasa (2011), that it is necessary to think about developing educational performance standards that meet the demands of competitive and comparative advantage in national and even international contexts. Thus, the efforts to develop teacher professional competence carried out by the principal of SMA Negeri 1 Pabedilan are one way to meet the development of kine standards.

The principal is a functional institution which has the task of leading and providing direction in an educational institution that causes the learning process. According to (Setiyati, 2016) the principal is someone who ensures the center point and rhythm of a school. Because the school is an institution with an environmental character, so the school as an organization needs coordination. The success of the school is the success of the principal as well. Principals are successful if they master the existence of the school as an organization in the environment and are able to perform the role of the principal as someone who is given the responsibility to advance the school. In MAN 1 Medan, teachers still have very low performance. The principal in MAN 1 Medan does not yet have a democratic and straightforward leadership pattern and communication between teachers and principals is lacking. The position carried out by the principal in improving teacher performance is through POAC (*Planning, organizing, actuating dan controlling*). The principal makes goals with teachers, staff, and the school committee. In addition, by looking at the ability of class teachers, the principal can visit the class to monitor teaching and learning activities carried out directly. So that the principal can give an evaluation if the class teacher is not professional in teaching. Because the teacher is someone who is closest to students at school (Mikku Ate, 2014). The principal should have unique ways of carrying out his duties so that he has a target to advance the school as a leader in the school. The way to develop himself first, then think about what to do in advancing the school to become a superior school and character, one of which is by improving the ability of professionalism and teacher performance. According to (Zuldesiah et al., 2021) argues that teacher work carried out in schools is a form of responsibility that must be carried out as an effort to achieve the desired learning goals. There is work that must be carried out by teachers, so the form of encouragement from the principal is very much expected as a form of motivation so that teachers are more enthusiastic in carrying out their responsibilities. From the role performed by the principal, the author can understand that the leadership role of the principal is very important in improving the performance of class teachers in MAN 1 Medan, due to the quality of learning quality Depending on

the role of the principal, class teachers and all school residents in creating the next generation of the nation who have superior knowledge and ethic

## **CONCLUSION**

Based on the journals discussed, it can be concluded that the role of the principal has a significant impact on teacher performance at MAN 1 Medan. The managerial abilities of school principals play a key role in improving teacher performance through various aspects, such as programming, collaboration, support, motivation and resolving obstacles. This research confirms that school principals who have good managerial skills are able to improve teacher performance effectively through efficient resource management, strategic policy development, and improving the quality of education.

This conclusion shows that school principals have a very important role in creating a work environment that supports and motivates teachers to provide quality teaching. By having strong managerial abilities, school principals can become agents of change who encourage improvements in teacher performance and the overall quality of education in schools.

Suggestions that can be drawn from this conclusion are the need to continue to improve the managerial abilities of school principals through training and professional development. School principals need to continue to provide support, motivation and direction to teachers so that they can continue to develop their teaching skills. Apart from that, it is also important to create a collaborative and inclusive work culture among all school staff to achieve better educational goals.

Thus, the conclusions of this journal emphasize the important role of school principals in improving teacher performance through good managerial skills, as well as the need for consistent support and motivation from school principals to create an optimal learning environment for teachers and students.

Based on research conducted by researchers related to the role of school principals in improving teacher performance in MAN 1 Medan, it needs to be improved and paid attention to again. This can be seen from the incomprehension of students in understanding the material delivered by the teacher. Seeing these conditions, it is necessary to make improvements to improve teacher performance in order to be able to increase the potential and quality of human resources in Indonesia. The performance of a teacher is

greatly influenced by motivation that comes from internal and external. Internal motivation comes from the teacher himself while external motivation comes from outside. The success of an education does not only come from teachers. The success of an education is also influenced by the presence of the principal as the leader of a school. The principal at MAN 1 Medan does not yet have a democratic and straightforward leadership style and communication between teachers and principals is lacking. So there needs to be a role played by the principal in improving teacher performance, namely through POAC (Planning, organizing, actuating and controlling). The principal makes goals with teachers, staff, and the school committee. In seeing the performance of class teachers, the principal can monitor the class when conducting learning activities directly. So that the principal can give an evaluation if the class teacher is not professional in teaching. The principal's obstacles in improving teacher performance are the lack of communication between class teachers, the ability of class teachers is still low and the ability to use technology is also still minimal. With the obstacles, there are several solutions made by the principal, namely direct communication with the class teacher, guiding and directing the class teacher in various matters, emphasizing to the class teacher and all school residents to obey norms and rules, and the principal always monitoring the class teacher when teaching.

Based on the discussion and conclusions of the study, several logical implications can be found regarding the communication pattern of leadership of the head of the madrasah contained in this study. The presence of MAN 1 Medan in the midst of the community is expected to advance education whose implementation is in accordance with Islamic teachings and can play an active role in advancing education in Indonesia for the realization of the National Education Goals. Based on the discussion and conclusions of the study, several logical implications can be found regarding the communication pattern of leadership of the head of the madrasah contained in this study. The presence of MAN 1 Medan in the midst of the community is expected to advance education whose implementation is in accordance with Islamic teachings and can play an active role in advancing education in Indonesia for the realization of the National Education Goals. The leadership of the head of the madrasah in leading with an integrative character and making effective teamwork makes one

of the plus values for the head of the madrasah in carrying out his duties. In addition, with this transformational style also allows the head of madrasah to build cooperation and trust in each interrelated element, this style can also be an effective style in making steps as an effort to achieve the expected educational goals. The pattern of communication of the leadership of the head of the madrasah with the pattern of all channels, chains and circles in the form of diagonal communication can help the principal to explore more information, varied ideas and deep impressions. With this applied communication pattern, it can trigger closeness between all organizational actors so as to allow the strength of teamwork to be strengthened and run effectively.

One of the skills needed by a leader is managerial skills. Managerial skills are deep abilities regarding leadership affairs. A reliable school principal or madrasah principal may require a number of specific skills in running his or her organization. Through these specific expertise, they will be able to help leaders of educational institutions achieve the goals of the institution concerned effectively and efficiently. The principal of a school/madrasah is a manager who organizes all school resources using the principle of teamwork, namely a sense of togetherness, empathy, assist, willingness, organization, respect, and kindness.

## **BIBLIOGRAPHY**

- Yusutria, Abdul Hopid, Rina Febriana, Nisa Amalia Kholifah, Santi Mahmuda Urbaningkrum, Dzaky Fauzan Abid (2022). *Principal Managerial Competencies*.
- Hasan Basri et al., n.d. *Manajemen Kepemimpinan Kepala Sekolah pada Madrasah*. Hadi Saputra Panggabean, S.Pd.I., M.Pd
- Krtalic, Maja and Hasenay, Damir. (2012). *"Exploring a Framework for Comprehensive and Successful Preservation Management in Libraries"*. *Journal of Documentation*, Vol.68, No.3, pp.353-377.
- Ravenwood, Clare., Matthews, Graham., Muir, Adrienne. (2012). *"Selection of Digital Material for Preservation in Libraries"*. *Journal of Librarianship and Information Science*, Vol. 45, No. 4, pp. 294-308.
- Saleh, Abdul Rahman. (2012). *Basic material for Library Management*; 1-9 PUST2229 cet.9; Ed.1 South Tangerang: Open University.

Yulia, Yuyu. (2011). *Basic Materials for Collection Development*, 1-9 PUST2230

cet 9; 1st ed. Jakarta