

Performance of principal Baitani Kindergarten Eben Haezer Koha, Mandolang district, North Sulawesi – Indonesia

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Performance of principal Baitani Kindergarten Eben Haezer Koha, Mandolang district, North Sulawesi – Indonesia

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Abstract

Principal Performance in Guidance and Counseling Activities. This study aims to describe the performance of the principal in the implementation of guidance and counseling activities. The research was conducted at GMIM Kindergarten Baitani Eben Haezer Koha Kecamatan Mandolang, using a qualitative descriptive design. The research subjects were the principal and the data were collected by observation, in-depth interviews, and document review. The research findings show that the performance of school principals related to the implementation of guidance and counseling activities is still not fully as expected. Principals need to improve their performance in carrying out coordination and supervision functions to achieve effective guidance and counseling activities.

Keywords: Performance, principal, kindergarten

1. Introduction

Education is an indicator for the progress of the nation. The role of professional educators is indispensable for realizing the goals of national education, namely the intellectual life of the nation and developing the whole Indonesian people, in accordance with Law Number 20 of 2003 concerning the National Education System. The teacher as an educator is a professional position. For this reason, teachers are able to compete in national and international forums. Teacher professionalism is required to continue to develop in accordance with the times, science and technology.

The existence of teachers is very important for a nation, especially for the survival of the nation in the midst of the trajectory of the times with increasingly sophisticated technology and changes in value shifts. This has consequences for teachers to increase their role and abilities. Professional teachers have personal, social, intellectual, moral and spiritual responsibilities. Independent personal responsibility that is able to understand himself, manage himself, control himself, and appreciate and develop himself. Law Number 14 of 2005 concerning Teachers and Lecturers (Yamin M, 2007: 195) "stated that the definition of professional is a job or activity carried out by a person and becomes a source of life income that requires expertise, proficiency, skills that meet certain quality standards or norms and requires professional education."

Teachers as educators are one of the determining factors for the success of educational goals, because teachers who directly interact with students, to provide guidance that will produce quality graduates as expected. Teachers are human resources who become planners, actors, and determinants of the achievement of educational goals. For this reason, in supporting teacher activities, a conducive school climate and good relations between elements in the school are needed, including school principals, teachers, administrative staff, and students. In addition, there is a good relationship between teachers in the school.

Based on this description, the teacher's performance has been changed a lot by the performance of the Principal. Principal's performance is the principal's efforts to influence, encourage, guide, mobilize teachers, staff, students, parents of students, and other parties who participate in achieving predetermined goals. Teacher performance is also determined by the factor of length of time working as a need to deepen and understand the field of work. The length of time spent working can provide opportunities for teachers to adjust their skills and abilities evaluated by the work in hand.

Human resource problems are of course inseparable from the performance of the Principal of Baitani Eben Haezer Koha Kindergarten, Mandolang District. Teacher performance is determined by the capacity of teachers which includes education, expertise, skills, experience, and other criteria in accordance with the needs of the position and position.

To realize good teacher performance, the Principal of Baitani Eben Haezer Kindergarten must be able to carry out the duties as the Principal, as follows:

- a. Principals are able to improve the professionalism of school administrative personnel.
- b. The principal plans the school program
- c. The principal implements the school program
- d. Principal evaluates school facilities
- e. The Principal administers the school facilities
- f. The principal conducts clinical supervision to improve the professionalism of teachers and
- g. administrative staff
- h. The principal provides good service to the parents of students
- i. Principals have knowledge of school administration

The presence of educators was often found late and often absent due to 2 factors, namely: (a) internal factors and (b) external factors. Internal factors: the presence of teachers seems to have a workload that is not balanced with the necessary needs, in line with this, teachers are often late and do not carry out their duties properly so that it affects teacher performance. External factors: the relationship between communities in schools is not good so that there are obstacles in carrying out tasks such as the provision of inadequate learning tools and resources, inadequate school environment, incomplete facilities and infrastructure so that learning activities are not in accordance with what which are expected. In addition, the leadership factor of the principal can also affect the performance of teachers from the aspect of delivering information, even the division of tasks that is not in accordance with the field being handled/mastered, as well as the ability that is owned does not support the task that is carried out, in addition to the skills and expertise that is carried out assigned far from teacher expectations.

Based on this description, the researcher is interested in discussing the performance problem of the Principal in Baitani Eben Hezer Koha Kindergarten, Mandolang District. The purpose of this study is to analyze and describe

1. Performance of the Principal Kindergarten Baitani Eben Hezer Koha, Mandolang district.
2. The factors support the performance of the Principal of Baitani Eben Hezer Koha Kindergarten, Mandolang District
3. Factors hinder the performance of the Principal in Baitani Eben Hezer Koha Kindergarten, Mandolang District

2. Literature review

2.1 The concept of human resource management

Kambey (1999: 3) [11] argues, "human resource management is a translation of the English term: "Human Resource Management. "The word" management "means managing, managing, regulating. In simple terms the definition of human resource management is managing human resources. Nawawi (in, Kambey 1997: 47) states the definition of Human Resources (HR) as follows:

1. Human Resources are people who work within an organization (also known as personnel, labor, workers, or employees).
2. Human Resources is the human potential as an organizational driving force in realizing its existence.
3. Human Resources are potential which are assets and function as capital (non-material/financial) in a business organization which can be realized into physical and non-physical real potential in realizing the existence of the organization.

Gomes (1995: 4) discusses the definition of human resource management from a macro and micro perspective. From a macro perspective, he cites a definition from Kiggundu which describes that "Human Resource Management is the development and utilization of personnel (employees) for the effective achievement of individual goals and objectives, community organization, national and international levels. macro, he cites a definition from French which explains that Human Resource Management is the withdrawal of selection, development of use and maintenance of human resources by organizations."

Ruky Achmad (2003:65) [20] states that "Human resources are management appropriately and effectively in the process of accumulating development empowerment, and personal maintenance of an organization effectively to achieve an optimal level of human resource utilization by the organization in achieving its goals."

Faustino Cardoso Gomes (2003: 1) [15] argues that human resource management is one of the resources contained in the organization, which includes all people who carry out activities, in general, the resources contained in an organization can be grouped into 2 types, namely: (1) Human resources, and (2) non-human resources (non-human resources). The various opinions above can be concluded that in essence Human Resources have the same meaning; the difference only lies in their delivery. There are many limitations given by experts regarding Human Resources and all have slightly different views, but in principle they agree that Human Resource Management that is contained in the organization, includes all people who carry out activities in a general, appropriate, and effective manner in the process of accumulated utilization, development, and personal maintenance owned by an organization effectively to achieve optimal utilization of human resources by the organization in achieving its goals.

2.2 Performance concept

The Indonesian Dictionary states that performance is: something that is achieved, the achievement shown, and the ability to work. The following are different notions of performance according to experts: Fattah (1999: 19) performance or work performance (performance) is an expression of ability based on knowledge, attitudes, skills and motivation to produce something. Anwar [1]bu Mengkunegara (2005: 9) [11] employee performance (work performance) is the result in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Sedarmayanti (2001: 50) performance is a translation of perbrinance which means work performance, work implementation, work achievement, work performance or work performance. Samsudin (2005: 159) performance is the level of implementation of tasks that can be achieved by a person,

unit or division by using existing capabilities and boundaries that have been set to achieve organizational/company goals. Gomes (2003: 142) [5] performance is a record of production results on a specific job function or activity over a certain period of time. Rivai (2005:14) performance is the result or level of success of a person as a whole during a certain period in carry out tasks compared to various possibilities, such as standard work results, targets or targets or criteria that have been determined in advance and have been mutually agreed. Simaniora (2004: 339) performance refers to the level of achievement of tasks that make up a person's job. Performance reflects how well an employee meets the requirements of a job. So it is concluded that performance is the work or work obtained by employees in an effort to achieve goals or fulfill certain tasks based on prevailing measures and within the time set by the organization.

Performance has a close relationship with productivity problems because it is an indicator in determining how efforts to achieve high levels of productivity. In an organization. In this connection, efforts to assess the performance of an organization are important. Because through the performance assessment, the results can be used as feedback for improving employee performance and as material for the Principal to raise the level of teacher performance. Through performance appraisal, the principal can objectively select and place the right teacher to occupy a certain position. To determine the level of teacher performance, performance appraisal is necessary.

Bernardin and Russel (in Ruky, 2001: 12) stated that performance appraisal is "a way of measuring the contribution of individuals to the organization". Malayu S. P. Hasibuan (2007: 88) "suggests that performance appraisal is an evaluation of behavior, work performance, and potential development that has been done. Thus, performance appraisal is a vehicle for evaluating employee behavior and contributions to work and organization." Simatnora (2004: 338) "suggests that performance appraisal is" the process used by organizations to evaluate the implementation of individual employee work. Meanwhile, Samsudin (2005: 159) states that performance appraisal is a process by an organization to evaluate or assess employee performance. "Andrew F. Sikula in Hasibuan (2005: 25) "performance appraisal is a systematic evaluation of the work that has been done by employees and is intended for development." Dale Yoder defines performance appraisal as a formal procedure carried out in an organization to evaluate employees and the contributions and interests of employees (Hasibuan, 2002: 25)."

Meanwhile, according to Siswanto (2003: 231), "performance appraisal is an activity carried out by management or supervisors. Assessment is to assess workforce performance by comparing performance on performance with job descriptions or descriptions in a certain period, usually at the end of each years." Based on the definition of performance above, it can be concluded that performance is the result or level of success achieved by a person in his/her field of work according to certain criteria and is evaluated by certain people, especially the superior of the employee concerned. The purpose of performance appraisal is very useful for the dynamics of growth the organization as a whole.

Based on the opinion about performance appraisal above, it can be concluded that performance appraisal is the process of comparing a person's work with the work performance

standards that have been achieved by the organization so that with this performance appraisal it will be known how well a person is in doing the work assigned to him.

2.3 Performance appraisal techniques

Performance appraisal is the process of measuring teacher performance. Performance appraisal is an oversight of personal quality. According to Handoko (2001: 72) [8] performance appraisal is "the process through which organizations evaluate or track teacher performance, performance appraisal generally includes both qualitative and quantitative aspects of job performance performance. This is in accordance with the findings of Robert Bacal (2002: 4) [4] which states that the performance appraisal process as performance management is "a continuous communication process and is carried out in a direct partnership between a teacher and his supervisor." This process includes activities to build clear expectations and an understanding of the work to be carried out. This is a system. This means that performance management has a number of parts that must all be included, if this performance management system is to provide added value to educational institutions and organizations."

Meanwhile, Gary Ressler (2003: 321) comments on "Performance appraisal as the actualization of a certain time period to indicate employee performance from various assessment dimensions in a summary that contains employee strengths and deficiencies." A process, of course, undergoes several stages to achieve the final goal, including the performance appraisal process. Robert Bacal (2002: 31) [4] provides the following stages of the performance appraisal process: 1) Performance planning, 2) Continuous performance communication, 3) Data collection, observation and documentation, 4) Performance evaluation meetings, 5) Diagnosis performance and guidance, 6) back to the beginning, create a new plan.

Opinion Soeprihanto (1998: 5) explains the performance appraisal process, namely: "Performance is the result of work obtained, measured by looking at the standards or measures that have been set in an organization. Individual performance can be judged by what the individual does in his work. Another, performance is how a person performs his job or to work. Successful performance appraisal is the ability of employee leaders or supervisors to use a humane mindset in treating their employees in a relevant manner. Robert Bacal (2002: 213) [4], reflects the assumptions of actions of leaders or supervisors who are successful in the performance appraisal process, namely:

1. Performance appraisal is a process carried out with employees and not with employees.
2. Except in exceptional situations that require unilateral disciplinary action planning, communication, and performance evaluation occurs in partnership.
3. For some employees, once they understand what requested, they will bend over backwards to fulfill that hat.
4. The purpose of performance appraisal is not to look into the past and blame employees for mistakes that have occurred, but to solve performance problems as they occur and prevent them where possible.
5. When a performance failure occurs, it is necessary to identify the real cause of failure, whether the hat was caused by the system or a cause related to the employee's personal.

6. In general, if a leader or supervisor carries out a task in helping employees, then the employee concerned will really master his job and understand how to improve performance.

Based on the performance appraisal above, the process through organizations of evaluating or assessing teacher performance is a continuous communication process carried out in partnership between a teacher and a direct supervisor. Performance management has a number of parts that must all be included and measured by looking at the standards or measures that have been set in an organization.

3. Research method

This research is a qualitative research which means that the data collected is not in the form of numbers, but the data comes from interview manuscripts, field notes, personal documents, and other documents. So that the purpose of this qualitative research is to describe reality in depth, detail, and thoroughly. Therefore, the use of a qualitative approach in this study is to match the empirical reality with the prevailing theory using descriptive methods.

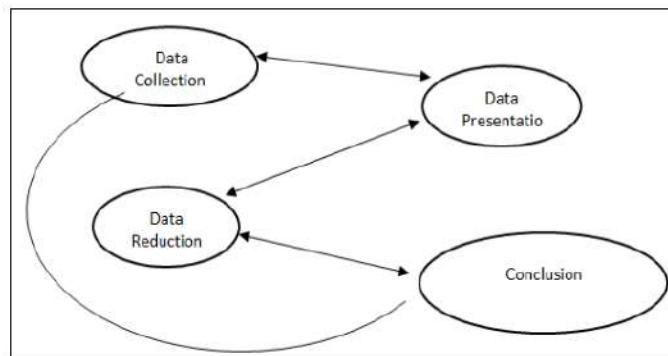
Qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a combination, data analysis is inductive, and the results of qualitative research emphasize meaning rather than generalization. The research was conducted at Baitani Eben Hezer Koha Kindergarten, Mandolang District, this research was conducted from September to December 2019.

Data collection in this study was carried out by 1. Interview (principal and teachers). 2. Observation (in the field/school). 3. Documentation.

According to Sugiyono (1999: 62), "qualitative data is data expressed in the form of words, sentences and pictures. This is done to assess the performance of the principal at Baitani Eben Hezer Koha Kindergarten, Mandolang District. The qualitative analysis process contains three main activities that are interrelated and occur simultaneously, namely data reduction, data presentation and emphasis of conclusions or verification. While the analysis is carried out in an interactive form of the three main components. All data obtained through interviews, document review, and observation will be analyzed using the following techniques:

1. Data reduction, namely summarizing all data obtained through interviews, document review, and observation to make it more practical.
2. Arranging unit data, that is, all data are summarized according to their respective units in order to make it easier for researchers to categorize according to the formulation of the problem.
3. Grouping problems, namely the data obtained are grouped according to the formulation of this study.
4. Checking the validity of the data, that is, all data collected will be adjusted to the basic theory used.
5. Interpretation and decision making as a result of research.

The research procedure carried out can be seen in the image below:



Source: Sugiyono, 2016: 338

Fig 1: Components in data analysis

Data collection was carried out by a. In-depth interviews with Key Informants, regarding: what matters are related to the implementation of character education management in schools. b. Observation at the research location: through the observations made extracted data from data sources in the form of events, behaviors, places or locations, objects and recorded images which are then poured into verbal language. c. Documentation to collect various written information in the form of guidelines, regulations and other related data from the institutions that are the research location. The data that has been collected is then analyzed using an interactive model analysis technique from Miles and Huberman in Sugiyono (2016: 337-345) which consists of three components of analysis, namely: data reduction, data presentation and drawing conclusions.

4. Result and Discussion

4.1 Description of the research site

Research location in Eben Hezer Koha kindergarten, Mandolang District, Minahasa Regency is one of the schools included in the school category that still needs improvement in terms of school facilities and infrastructure. A brief history of Baitani Eben Hezer Koha Kindergarten, Mandolang Subdistrict. It was founded in 1976 and is now 45 years old and until now there have been 2 changes of school principals. The second change of the principal was carried out on August 19, 1999. Baitani Eben Hezer Koha Kindergarten, Mandolang District, has undergone many changes after participating in accreditation, the condition of educators and education personnel, improving children's study rooms and the principal's office space.

4.2 The principal's performance in Baitani Eben Haezer Koha Kindergarten, Mandolang district

Performance constraints of the Kindergarten Principal in the planning of the school principal where not all parents were supportive, including the absence of meetings. Parents do not attend meetings and do not elect a work committee/team. The application of learning has not been fully creative. This shows that the obstacles in changing school development are teachers who have not carried out learning effectively, lack of facilities and infrastructure, lack of cooperation with all parties, thus hindering efforts to find breakthroughs for these infrastructure facilities. Teacher professionalism hinders teachers from being competitive, because they have not attended education and training.

Obstacles in education development are that there are still teachers who have never participated in education and training, even they are still high school graduates and have not been based on a certain level of education and expertise. Often the relationship between parents/community and the principal is actually not well established, so it will be difficult to get strong support from all parents and the community for this. Every year, New Student Registration is conducted where there are still parents who register children under 4 years of age. Likewise, the thing that hinders learning is that there are still educators who have not mastered the 2013 curriculum. Another obstacle is the lack of school operational costs, often the needs are not met. However, there are still reports in a transparent manner to all parties. Facilities and infrastructure that become obstacles in learning, given the lack of facilities and infrastructure, it is very urgent to procure, namely games inside and games outside because most of the learning activities are hampered. The findings of the study show that the implementation of learning in Baitani Eben Haezer Koha Kindergarten, Mandolang District, the factors of professionalism, morale, limited facilities and infrastructure become obstacles in achieving maximum learning as expected.

4.3 Supporting factors for the principal of kindergarten Eben Haezer Koha Kindergarten, Mandolang district

The good and harmonious relationship between the principal and teachers and parents of students as well as school committees and the management of existing foundations is one of the factors that supports the development of the Baitani Eben Haezer Koha kindergarten school, Mandolang District. With the availability of infrastructure in schools, the teaching and learning process will be better because learning in Kindergarten is more absorbent when children see the learning given by the teacher because in the 2013 curriculum scientific learning or direct learning is more applied to children child in Kindergarten

For the smooth running of education, one of the supporters is the financial factor which is the substance of financial processing by the Principal. Good financial management supports the implementation of school development that is led. The principal always reminds teachers to use applications that have been provided by the Ministry of National Education to find out information on developments in the world of education, because current technological advances make it easier for teachers to prepare for the teaching and learning process.

4.4 Performance constraints of the principal of Baitani Eben Haezer Koha Kindergarten, Mandolang district

The performance constraints of the principal at Baitani Eben Haezer Kindergarten are in the planning of the principal where not all parents support including attendance at meetings. Parents do not attend meetings and do not elect a work committee/team. The application of learning has not been fully creative. This shows that the obstacles in changing school development are teachers who have not carried out learning effectively, lack of facilities and infrastructure, lack of cooperation with all parties, thus hindering efforts to find breakthroughs for these infrastructure facilities. Teacher professionalism that hinders teachers from being competitive, because they have not attended education and training.

The obstacle in education development is that there are still teachers who have never participated in education and training, even they are still high school graduates. Often the relationship between parents and society with the principal is not well established. This makes it difficult to get strong support from all parents and the community. Every year New Student Registration is carried out, there are still parents who register children under 4 years of age. Likewise, the thing that hinders learning is that there are still kindergarten teachers who have not mastered the 2013 curriculum. Also an obstacle is the lack of school operational costs, often the needs are not met. Facilities and infrastructure that become obstacles in learning, given the lack of facilities and infrastructure, it is very urgent to procure them, namely indoor games and outdoor games. The findings of the study show that the implementation of learning in Eben Haezer Koha Kindergarten, professionalism, morale, limited facilities and infrastructure become obstacles in achieving maximum learning.

4.5 Efforts to overcome barriers to performance of the principal of Eben Haezer Koha Kindergarten, Mandolang district

The efforts of the principal in overcoming obstacles in applying the principal's managerial competence in planning, so that it can be carried out, of course there is cooperation with all parties in discussing this planning, such as the provision of facilities and infrastructure is needed, hopefully it can be realized. In order to fulfill these facilities and other programs, the principal has made efforts to hold parent meetings and at the same time elect a committee/work team to support the implementation of the learning program in kindergarten and the parents' approach and motivation to be able to support this program. while coordinating with the Minahasa District government. The principal manages changes in school development as well as in learning to make it more effective, leads creative personnel to improve children's learning outcomes. As important as this program is, including the provision of facilities and infrastructure, it is important to discuss it together with all parties so that there are efforts/searches for breakthroughs to meet the lack of school funding and teaching staff as well as the necessary facilities and infrastructure.

Every school activity requires educators who are able to be creative/competitive, so they must attend education and training, because the principal is a motivator and basically can support the performance of the principal in the

application of learning. Improve work effectiveness in implementing the competence of school principals. Increasing human resources, in terms of attending Education and Training is very important and teachers who do not have academic qualifications strive to be able to continue their education with relevant skills. Improvement of professional abilities can be obtained through education and training.

The findings of this study indicate that the learning used seeks to use facilities and infrastructure in accordance with existing facilities. Good relationship between parents/community, the committee is very important in order to achieve the infrastructure procurement program. Infrastructure is very important considering that in kindergarten, learning is learning while playing while learning. This is the main thing in student learning activity. Facilities and infrastructure such as outdoor games: swing, tiptoe, slide, sandbox, boardwalk, compound ladder. Games on the inside: blocks, books, dolls, TV, need a focus on pictures and videos, which are used in daily activities.

The principal appealed to teachers to take advantage of the application of the ministry of national education, in order to find out educational information. The progress of education cannot be separated from technological advances. Through technological advances in synergy with education, it can simplify and improve the quality of teaching and learning in the world of education. The development of the millennial generation is currently entering high and higher education. The implementation of future learning and programs in order to achieve the goals expected by the principal at the GMIM Baitani Eben Haezer Koha kindergarten, Mandolang District, carries out monitoring evaluation, reporting, with the intention of monitoring to observe, knowing developments and progress, identification and problems and anticipation/efforts the solution is to know the extent of learning progress.

5. Conclusion

Based on the research results, the following conclusions can be drawn:

1. The performance of the principal in Baitani Eben Haezer Koha Kindergarten, Mandolang District, starting from planning, developing organization, managing change, collaborating, to monitoring, evaluating, has not been fully carried out because there are still facilities and infrastructure that are very much needed for that. The head of school's performance has not been optimal so that the results of the performance have not been achieved as expected.
2. Constraints faced by the Principal's Performance are:
 - a. Readiness of the principal in his performance
 - b. Relationships have not been fully established with all parties/in supporting facilities and infrastructure
 - c. There is still a shortage of teachers as well as teachers who have not mastered the 2013 curriculum
 - d. Still lacking in education and training
3. Efforts to overcome obstacles to the performance of the Principal in Baitani Eben Haezer Koha Kindergarten, Mandolang District
 - a. Fostering good relations, Motivating all involved, including committees/work teams to support the procurement of inadequate school facilities and infrastructure such as making suggestions to the local government of Minahasa Regency, holding

meetings of parents and stakeholders (school principals, teachers and school/work team committees) to find a way out/breakthroughs in order to meet the lack of facilities and infrastructure in question, especially facilities which are the most important components and needed in supporting learning activities.

- b. Compulsory to attend education and training. Education and training must be followed by school principals in order to support their professionalism in their performance.
- c. Must master the 2013 curriculum. The 2013 curriculum is very important in learning activities in kindergarten. The learning in kindergarten is active, creative, innovative and fun learning

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