

PERFORMANCE EVALUATION OF HEADMASTER IN PREPARING THE WORK PLAN OF THE SCHOOL

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Abstract-The Quality of Education Management in school is largely determined by the program and the school work plan prepared by the school's needs assessment. Implementation of school work program that took place in schools today are generally not effective and did not change significantly. This is expected because of the inability of the principal in the school work plan which incidentally is one of the managerial competencies that must be mastered in a professional manner in order to improve the quality of education in schools. The purpose of the research to evaluate the headmaster performance of elementary school in Humbang Hasundutan Regency about the ability of school work plan. Location of Research in Education Department of Humbang Hasundutan Regency with total sampling method that is all Headmaster from state/private elementary school Humbang Hasundutan Regency with totaling 218 Elementary School; This research was conducted by method of surveys, interviews and work plan of the school. The research found amounted to only 70 schools (32%) of 218 State /private Elementary Schools were able to prepare a work plan of the school well and 39 schools (18%) of State/private 218 elementary schools were able to prepare a work plan school good and implement well in school. Based on the research results, it is recommended to do the training principals in the preparation of the Work Plan of the school so that the planned program of work of the school were arranged based on the needs of the school and that remain to be done evaluation and monitoring related to the implementation of school programs.

Keywords: evaluation, performance, work plan

1. INTRODUCTION

The quality of education is strongly influenced by the competence of the Human Resources, which play a direct role in the field of education. In the following the development of Science and Technology should be followed by improvement of quality of Human Resources that will be attained maximal realization of the vision and mission. Therefore, improving the quality of the teaching workforce is one manifestation of the development of Human Resources, which received enormous attention.

The quality of education of a nation affects the prosperity of the nation. Advanced nations like Japan, Turkey, they highly value education. Instead of the nations that do not pay attention to underestimate the importance of education.

The headmaster has a major role to the quality of education a school. The role and influence of the principal are able to influence the motivation and also improve the quality of teachers in a school. When the headmaster can make wise, prudent and visionary in leading the school, the teachers and education personnel will seek to achieve effective performance, fast forward so that the school and its students into achievers.

Efforts to improve the quality of education in the national government, especially through continuously working to make changes and updates to the education system. One of the efforts that has been and is being made, namely to increase the performance of the principal as one of the spearheads in the educational unit through an increased ability to manage and lead as well as increased welfare in addition to through the optimization of the role of the school principal. The headmaster is an essential element in achieving quality school / excel so it must have leadership, problem-solving skills, social skills, professional and competence. Ministry of Education estimates that 70 percent of 250 thousand principals in Indonesia incompetent (Tempo, August 12, 2008). The phenomenon is something of concern, how the process of education in schools that has been running this be transferred to someone who is not competent. Therefore, the government has issued a decree of the Minister of National Education No. 13 Year 2007 on Standards for School/ madrasah mentioning that as the principal person required to meet the standards of qualification and competence. For qualifying

standard includes general and specific qualifications. General qualifications of headmaster: academic qualifications (S1), maximum age 56 years, teaching experience of at least 5 (five) years, and rank as low III/c or equivalent. While the special qualifications that the status of a certified teacher educator, and a certificate of principal.

In some other countries, to become principals, one must undergo training with a minimum of time specified. Malaysia set to 300 hours of training to become principals, Singapore with the standard 16 months of training, and the United States establish training institutions to issue a license or a certificate of competence. Even in Malaysia there are agencies / institutes (sort P4TK) in the field of kekepalasekolahan namely Institut Aminuddin Baki (IAB) in Genting Highlands, Malaysia. ([Http://www.tendik.org/](http://www.tendik.org/)). Besides the standard qualifying school principal must also meet the standards of competence. In Permendiknas 13 of 2007 required five competencies required of the headmaster.

Five competencies that must be mastered by a high school principal, namely: personal competence, managerial competence, entrepreneurial competence, competence, supervision, and social competence.

Educational institutions in this case the school can be categorized as a non-profit organization that serves the community. Although it is a non-profit, but that does not mean the school is not required to continuously improve the quality of education process and output. Instead, the school is expected to actually pay attention to quality, because the sacred task entrusted is co-educating the nation, and improve the quality of Indonesian human resources. Based on the study above, the principal office requires people who are able to lead the school and professionals in the field of education. The role of the principal as an administrator, as a manager and as supervisor of education need to be complemented by managerial skills. There are three areas of managerial skills that need to be controlled by the manager of education refers to the opinion of Dr. Robert Katz in Wahyudi (2009: 64) are conceptual skills, human relations skills and technical skills. All three of the managerial skills are necessary to carry out managerial duties effectively, although the application of each depends on the skill levels of managers within the organization.

The success of a school education is largely determined by the ability of the headmaster to plan, manage and evaluate the school well. One of the headmaster competencies that must be mastered in support of the school program is the ability managerial which is a basic competence that was instrumental in contributing to designing school management. Managerial skills of headmaster will be able to improve the performance of school principals in the management or execution of schools program, especially in the implementation of school-based management.

Performance is activities of a person in performing basic tasks assigned to him. Implementation of duties and responsibilities is an expression of all the potential and ability of a person and demand their full and complete ownership. Thus comes the individual's performance as a results of the existence of a job or task performed in a certain period of time in accordance with the profession and the job description of the individual concerned. Performance can be measured by the quality and quantity of the work performed, so the performance is the output from the appearance of a person or team conducting an employment. According [3] that the performance of an appearance of work behavior characterized by fluidity of movement, rhythm, and working order in accordance with the procedure, in order to obtain results that meet the requirements of quality, speed and number. "In line with that, the [4] states that the performance is "output is derived from processes, human or other wise." the point is that the performance is the results or output of a process. [5] impose a limit on the performance as "... the record of the outcomes produced on a specified job function or activity during a specified time period "which means a record outcome resulting from the function of a particular job or activity during a specific time period. performance principals can be measured from three aspects: (a): behavior in performing the task that is the behavior of the headmaster at the time of carrying out managerial functions, (b) how to perform tasks in achieving the work that is reflected in the commitment itself as a reflection of personal competence and social competence has, and (c) of the results of his work are reflected in his school performance changes.

One of the headmaster competencies that must be mastered in school managerial implementation is the ability to formulate and implement the work plan of the school through the preparation of the Medium-Term Work Plan, Annual Work Plan and the Work Plan and Budget School.

Based on Permendiknas Number 19 Year 2007 regarding Management Standards, any schools at all levels of education should prepare a Work Plan Activity Plan School and School Budget. School

Work Plan is a document containing a plan school development program four years into the future taking into account the available resources to the schools that meet National Education Standards. School Work Plan contains a series of planning efforts of school programs and other parties concerned to solve the various problems existing schools towards fulfilling national education standards. Annual Work Plan is a document containing a school development plan over the next year organized by the School Work Plan to address the existing gap between the reality with the expected towards the fulfillment of the National Education Standards. School Budget Plan is a document containing a development plan and budget of school programs compiled annually based on those annual work plan. Thus Educational Work Plan is an overview of the four-year school development plan and as outlined in the Annual Work Plan and Budget Plan School organized by the school to meet National Education Standards.

Work Plan School is very important for all schools so that they can be used as: (1) The basis for schools in preparing programs according to the vision, mission, goals and objectives of the school, (2) prioritization of the school to make the targets to be achieved as a short-term, medium and long-term, (3) Determination of strategic measures of the real conditions existing schools now heading the school conditions are expected, (4) Implementation of supervision, monitoring, and evaluation of adherence to the program and the results of the results in Rangka obtain feedback to improve the work plan of the school furthermore, (5) cite this as a basis by the District Education Office/ City, Province and Center for monitoring and evaluation of adherence to the program and the results in order to provide guidance to the schools, (6) to provide input to the District Education Office / Municipal, Provincial and Central in order to achieve the National Education Standard (7) To provide an overview to school stakeholders (especially to the parents/ community) to form school program that will be implemented in the short term, medium and long term.

Work Plan Schools are generally made at the beginning of the first year to plan the next four years and must pay attention to the needs of the school, the community and in accordance with National Education Standards. Steps in the preparation of the Work Plan Schools means (1) Establishing the Drafting Team Work Plan Schools, (2) Conducting an analysis of the strategic environment of the school, (3) Establishing the Vision, Mission, Objectives, (4) Identification the real challenges schools by comparing ideal conditions (national standards) to the real conditions (current) through the school self-evaluation, (5) Preparation of a strategic program to plan the next four years in order to meet the national standards, (6) Formulation of strategies for achieving to plan the next four years in order to meet the National Standards, (7) Preparation of the expected results to plan the next four years in order to meet the National Standards, (8) Preparation of annual work plans and budget plans of the school year ahead in order to meet National Education Standards.

Preparation of a good school work plan must be based on a needs analysis through school self-evaluation. By doing the first step by the school self-evaluation will obtain a real Figure of the condition of the school is to explain the gaps, ie the actual conditions and the conditions expected based on national education standards that have been set by the government.

The achievement of quality education programs as outlined in the work plan of the school ought to be assessed based on minimum service standards and the National Education Standard. Identification of these achievements have to do with the School Self-Evaluation. School Self-evaluation instrument is based on national standards and will give two objective to provide information for a school development plan, along with the updating of the national education information management system. Fields and core questions that are provided in the instrument reflects important aspects necessary to plan and develop a work plan more effective school. It should be anticipated that the school can do this process properly and do not view it as only form filling activity. The most important thing to be emphasized is that the school should be able to demonstrate an improvement with time running.

2. METHODS

This research was conducted in the Department of Education Humbang Hasundutan Regency, North Sumatra Province which took place in 2016. The subjects were all heads of state elementary school/ private Humbang Hasundutan with the number of 218 school principals. While the object of this research is the preparation and implementation of the Work Plan School that includes the Work Plan Medium Term school (RKJM), Annual Work Plan (RKT) and the Work Plan and Budget School (RKAS). The study was conducted in two phases namely: Phase 1 (first) assess the Work Plan school

that includes the Work Plan Medium Term school (RKJM), Annual Work Plan (RKT) and the Work Plan and Budget school (RKAS), stage 2 (two) conduct interviews and surveys to school related implementation (RKJM, the Annual Work Plan (CTR) and the Work Plan and Budget School (RKAS).

Data collection techniques used are to evaluate the ability of headmaster in preparing the work plan by using the Sheet School Assessment Work Plan School. Assessment Indicators are used in the preparation and implementation of the work plan of the school is based on components of the input, process and output / outcomes related to National Education Standards. Component inputs include: (1) the vision and mission of the school, (2) goals and objectives, (3) students, (4) human resources, (5) curriculum, (6) infrastructure, (7) financing. Components of the process include: (1) governance, (2) management of the program, (3) leadership, (4) learning, (5) academic atmosphere. Component outputs/ outcomes include: (1) graduates, (2) other output. Linkage indicators with eight National Education Standards (NES), namely: (a) Component inputs include: standard of competence educators and education personnel, management standards, standards of infrastructure and financing standards. (B) The components of the process include: content standards, standardized processes, and standards of evaluation. (C) Component output include: competency standards.

Data collection techniques are used to evaluate the ability of the headmaster in the application (implementation) Educational Work Plan through interviews and surveys to school using a questionnaire data assessment sheet. Interviews and surveys are conducted as a direct discussion with the principal and the observation of the entire work program has been implemented in schools, related to the planning, the implementation process of work programs in schools and school results. Interviews and surveys conducted by using a sheet format of interviews and surveys to determine the suitability of the principal action (implementation) with school work plan has been prepared.

Researchers assessed the school work plan has been prepared and the results of interviews and surveys related to the implementation plan school work done. The data were then given the scoring is based on the range of ratings that have been determined.

3. RESULTS AND DISCUSSION

Based on Permendiknas No. 19 of 2007, it was stated that any educational institution should have the standard of management education that applies nationally. Each school/ madrasah should formulate a vision of the school as a common goal the citizens of the school/ madrasah and all interested parties on the future; able to provide inspiration, motivation and strength to the member of school/ madrasah and all interested parties, in line with the vision of the institution on it, as well as national education vision; decide in the board meeting of educators led by the head of school/ madrasah committee consideration of the input/ madrasah; citizens socialized to school/ madrasah and all interested parties; and reviewed and reformulated periodically in accordance with developments and challenges in the community.

Furthermore, the school/ madrasah schools must formulate a mission that provides direction in realizing the vision of the school/ madrasah in accordance with national education goals, the objectives to be achieved within a certain time; became the basis of the principal programs of the school; emphasis on quality of service and quality of graduate students is expected by the school/ madrasah; includes general and specific statements related to school programs/ madrasah; provide flexibility and space for the development activities of the units of the unit school/ madrasah involved; formulated with input from all stakeholders including the school/ madrasah and decided in a meeting of the board of educators led by the head of school/ madrasah; citizens socialized to school/ madrasah and all interested parties.

School/ madrasah obliged to make (1) medium-term work plan that describes the objectives to be achieved within the next four years, relating to the quality of the graduates who want to achieve and repair components that support the improvement of the quality of graduates; (2) an annual work plan that in the work plan and budget of school/ madrasah schools / madrasah, which is done based on the medium-term plan.

Medium-term plan and annual school/ madrasah to be approved in the board meeting of educators after considering the recommendations of the school/ madrasah and approved by the District Education Office / City. For school / private madrasah work plan is approved by the organizers of school/ madrasah; school work plan must also be stated in the document that is readable by the parties concerned; Medium-Term Work Plan and Annual Work Plan adjusted to the approval of the board

meeting of educators and consideration of school/ madrasah. The annual work plan as a basis the management of the school/ madrasah indicated by self-reliance, partnership, participation, openness and accountability. The annual work plan contains clear provisions regarding: (1) students, (2) curriculum and learning activities, (3) teachers and education personnel as well as development, (4) infrastructure, (5) finance and funding, (6) culture and school domain, (7) public participation and partnerships; and (8) other work plans that lead to the improvement and development of quality.

Schools should establish guidelines governing the various aspects of the management in writing that is readable by the parties in the implementation of the work plan. The formulation of guidelines for school/ madrasah should consider the vision, mission and objectives of the school; and reviewed and reformulated periodically in accordance with the development of society.

Guidelines for the management of the school to function as operational execution instructions that include: curriculum, educational calendar / academic, school organizational structure, job descriptions of teachers, distribution of tasks educators, academic regulations, school rules, codes of conduct of the school, school funding.

Implementation of school activities that have been defined but not in accordance with the plan, to be approved by the board of educators and committee meetings. Headmaster accountable for managing the entire work plan at the school board meeting together educators school committee and set forth in the form of accountability reports each school year before the next annual work plan.

Based on the research performance evaluation of heads of state primary schools/ private district Humbang Hasundutan in the work plans of the school (the Annual Work Plan and Work Plan Medium Term) found that only 70 schools (32%) of 218 elementary school principal State/ private sector is able to compile work plan with good schools and 39 schools (18%) of 218 elementary school principal State / private sector is able to prepare a work plan with good schools and implement well in school.

Table 1. results of Evaluation Preparation of Medium-Term Work Plan

No	Sample	Indicator	Arranging of School Work Plan							
			Capable		Less Capable		Not Capable			
1	218 Headmaster	Arranging of Work Plan Medium Term school	Total	Percent (%)	Total	Percent (%)	Total	Percent (%)		
					70	32 %	133	67 %	15	7%

Table 2. results of Evaluation Preparation of Annual Work Plan

No	Sample	Indicator	Arranging of School Work Plan							
			Capable		Less Capable		Not Capable			
1	218 Headmaster	Arranging of Annual Work Plan	Total	Percent (%)	Total	Percent (%)	Total	Percent (%)		
					70	32 %	148	68 %	0	0%

Table 3. results of Evaluation School Budget Work Plan

No	Sample	Indicator	Arranging of School Work Plan							
			Capable		Less Capable		Not Capable			
1	218 Headmaster	Arranging of Work Plan and Budget School	Total	Percent (%)	Total	Percent (%)	Total	Percent (%)		
					70	32 %	148	68 %	0	0%

Table 4. results of Evaluation for Implementation Medium-Term Work Plan

No	Sample	Indicator	Implementation of School Work Plan							
			Capable		Less Capable		Not Capable			
1	218 Headmaster	Implementation Of Work Plan Medium Term	Total	Percent (%)	Total	Percent (%)	Total	Percent (%)		

	school	39	18 %	164	75 %	15	7%
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Table 5. results of Evaluation for Implementation Annual Work Plan

No	Sample	Indicator	Implementation of School Work Plan					
			Capable		Less Capable		Not Capable	
			Total	Percent (%)	Total	Percent (%)	Total	Percent (%)
1	218 Headmaster	Implementation of Annual Work Plan	39	18 %	179	82 %	0	0%

Table 6. results of Evaluation for Implementation School Budget Work Plan

No	Sample	Indicator	Implementation of School Work Plan					
			Capable		Less Capable		Not Capable	
			Total	Percent (%)	Total	Percent (%)	Total	Percent (%)
1	218 Headmaster	Implementation of Work Plan and Budget School	39	18 %	179	82 %	0	0%

4. CONCLUSIONS

From the results of this study concluded that managerial competence headmaster in preparing the work plan of the school is still very low in Humbang Hasundutan, so efforts should be made in developing the competencies of headmaster specifically to increase managerial competence.

Based on the research results it is recommended to do the programs: (1) A training program or coaching headmaster in schools Work Plan Preparation; and (2) Continuous Monitoring and Evaluation Program routinely related to the implementation of school programs.

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