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PRINCIPAL MANAGERIAL COMPETENCY IMPROVING TEACHER PERFORMANCE IN MI NURUL HUDA PULAU BATU

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Abstract: *This is a new author guidelines and article template of Jurnal Dedikasi Pendidikan. Article should be started by Title of Article followed by Authors Name and Affiliation Address and abstract. This abstract section should be typed in Italic font and font size of 10 pt and number of words of 150-200. Special for the abstract section, please use left margin of 45 mm and right margin of 30 mm. The single spacing should be used between lines in this article. If article is written in Indonesian, the abstract should be typed in Indonesian and English. Meanwhile, if article is written in English, the abstract should be typed in English only. The abstract should be typed as concise as possible and should be composed of: problem statement, method, scientific finding results, and short conclusion. The abstract should only be typed in one paragraph and one-column format.*

Keywords : *Managerial Competence, Principal, Teacher Performance.*

INTRODUCTION

Education is one of the rights that must be owned by every person and is prioritized in human life, this is because education has an important role in the process of improving the quality of human resources (Ratnasari & Nugraheni, 2024). Education itself can be used as a benchmark for the progress of a region. If the region has a high level of education, then the region is said to be an advanced region. If a region's level of education is still low, then the region is said to be underdeveloped or undeveloped.

Related to the world of education, the principal is a functional teacher who is given the task of leading a school where there is interaction between teachers who give lessons and students who receive lessons (Asep, 2020). Teachers are one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development (Sadirman, 2005).

As a manager, the principal is required to motivate the performance of his subordinates, in this case, the Principal Managerial Competency Improving....
(Intan, Latifah, Arifin, Meri, Hadi, Maulana, Sukinah, Saputra, Zoningsih, Dania, Syai'un, & Aqilatunnazia, 2025)

teachers, as the spearhead of the implementation of education and teaching. Teacher performance is very important to be considered and evaluated because teachers carry out professional duties, meaning that tasks can only be carried out with special competencies obtained through educational programs. To improve teacher performance, the principal, in addition to being a good role model, must also be able to empower the teaching staff in the school he leads (Intan et al., 2024).

Based on the Regulation of the Minister of Education Number 13 of 2007 concerning the standards of school/madrasah principals, it is emphasized that a school principal should have minimum abilities/competencies, namely: personality, managerial, entrepreneurial, supervisory, and social competencies (Permen-Diknas-No.13-Th-2007-Ttg-Standar-Kepala-Sekolah-Atau-Madrasah, n.d.)

Management is the ability or skill of a person to produce something to achieve goals through the activities of others. Management in education contains the meaning of managing all institutional needs in education where the components of the system and its subsystems are interrelated and influence each other which is reflected in a series of activities or work implementation processes by utilizing all available resources effectively, productively and efficiently in supporting the achievement of the goals of education itself (Pananrangi, 2017)

Managerial comes from the word management, which means a process carried out so that a business can run well, requiring planning, thinking, direction, and arrangement, and using all existing potentials, both personal and material, effectively and efficiently (Prihatin, 2011). It is said to be a process because all managers, with their dexterity and skills, strive and utilize various interrelated activities to achieve goals.

Competence is a set of attitudes, knowledge, and skills that must be possessed, internalized, and mastered by students after studying a learning load, completing a program, or completing a certain educational unit (Daryanto, 2011). While a manager has the same relationship with management, which means implementing and regulating. The word management comes from the Old French word management, which means "the art of implementing and regulating". So it can be concluded that managerial competence is the principal's ability to organize and develop school resources to create an effective and efficient learning environment (Amri & Suwandi, 2023).

According to (Mulyasa, 2013), the principal's competence greatly affects teacher performance because the principal is a leader in the school, whose job is to provide guidance, supervision, and improve the abilities of the educational staff. The competencies that the principal must possess are personality competence, managerial competence to develop the school well, entrepreneurial competence to have the motivation to work hard, supervisory competence in improving professionalism, and social competence. Good school management is indicated by the presence of good principal management. Managerial ability is seen in having a vision, coordination, interaction, communication, and accuracy in all aspects of education to develop a good school.

Currently, the managerial competence of school principals in Indonesia is in great need of serious attention, this is proven by the competency test conducted by the Ministry of Education and Culture in 2015, which was attended by 16633 school principals from various levels and periods of service. The average value of the 3

principal competencies was 56.37, for the managerial dimension was 58.55, for the learning supervision dimension was 51.81, and for the entrepreneurial dimension was 58.75 (Prihatin E, 2011).

Based on the explanation above, it can be seen that the principal's managerial competence influences teacher performance, therefore, the researcher wants to know how the principal's managerial competence improves teacher performance at MI Nurul Huda Pulau Batu.

LITERATURE REVIEW

Definition of Principal Competency

Competence is a person's ability that includes knowledge, skills, and attitudes, which can be realized in real work results that can be beneficial for oneself and one's environment (Mulyasa, 2013). Mulyasa states that competence is knowledge, skills, and abilities that have been mastered by a person who has become part of himself so that he can perform cognitive, effective, and psychomotor behaviors as well as possible. According to (Kalijaga, 2017), competence is defined as mastery of a task, skill, attitude, and appreciation needed to support success. This shows that competence includes tasks, skills, attitudes, and appreciation that are needed to support success.

In the context of school management, a principal is required to be able to carry out the following competencies: Principal competency in school planning, Principal competency in designing school organizations, Principal leadership towards teachers and staff, Principal competency in managing teachers and staff, Principal competency in managing facilities and infrastructure, Principal tips in maintaining school and community relations, Principal competency in managing students, and Principal competency in developing curriculum.

Efforts to Improve Teacher Performance

The efforts made by the principal in improving teacher performance will have an impact on teacher performance in carrying out their duties and responsibilities at school. The principal must also maintain a good relationship with the teachers so that the efforts made can run as expected. (Heri & Utami, 2024) stated that the principal's managerial efforts to improve teacher performance include knowing and cultivating the needs of his subordinates to produce something that the leader can control, providing incentives to subordinates who can achieve results, and There are awards or rewards for subordinate performance, if possible, develop these types of awards.

RESEARCH METHODS

The type of research used is descriptive research with qualitative methods. This study will describe the conditions that occur in the field regarding the managerial competence of madrasah principals in improving teacher performance at MI Nurul Huda Pulau Batu (Sugiyono, 2017). The purpose of descriptive research is to explain aspects relevant to the observed phenomena or problems in the managerial competence of school principals in improving teacher performance at MI Nurul Huda Pulau Batu. In collecting data, researchers

conducted observations, interviews, and documentation.

The type of research used is descriptive research with a qualitative (Abdissamad, 2021). In this observation, the researcher observed the location situation and directly observed the principal's managerial competence in improving teacher performance at MI Nurul Huda Pulau Batu. In this study, the researcher also conducted interviews with the Principal, the Teachers' Council. Each question is directed at their respective roles. Furthermore, the documentation technique is a data collection technique by studying the data that has been documented. The researcher investigated the activities of students and teachers during the lesson and paid attention to everything that supports this study.

RESULTS AND DISCUSSION

Principal's Managerial Competence at MI Nurul Huda Pulau Batu

Competence is a combination of mastery of knowledge, skills, values, and attitudes that are reflected in the habits of thinking and acting on a task/job. A manager is someone who tries to administer as someone who strives for incalculable purposes without considering the final consequences of their achievement. Based on the description above, what is meant by managerial competence is the principal's ability to organize and develop school resources to create an effective and efficient learning environment. Managerial competence involves very broad aspects ranging from preparing school plans, developing school organizations, empowering school resources, to carrying out supervision of the implementation of school activities according to applicable supervision standards (Kabir A, 2020). The many aspects of this competence require the ability of the principal to always develop. This requires the development of effective strategies to ensure the mastery of the principal's managerial competence in its entirety and can be applied optimally. To understand the managerial competence of the principal at MI Nurul Huda Pulau Batu, the researcher will ask several questions that have been prepared in advance in the research instrument.

From the interview results, the researcher can conclude that the managerial competence of the principal at MI Nurul Huda Pulau Batu is an absolute requirement that must be possessed by the principal in carrying out his duties and roles. The principal of MI Nurul Huda delegates tasks and authorities to subordinates according to their fields and abilities through the school's organizational structure, then the principal manages the subordinates in carrying out their work. The principal has arranged the division of labor for his subordinates through the school's organizational structure, then the principal manages the subordinates in carrying out their work. At the end of each year, the principal holds a work meeting (review) with school personnel, where they present the results of their work, what has been done, what is needed, there are any improvements or so on.

The above is under the theory stated by (Ma'mur, 2012), that managerial competence is a necessity so that the principal can design, organize, evaluate, and improve the school management process well and professionally. With good managerial skills from the principal, it will have a great impact on the quality and performance of his subordinates. Managerial competence includes knowledge, skills, and attitudes that can be realized in real work results that can be beneficial for the school he leads. *Teacher Performance of MI Nurul Huda Pulau Batu.*

Teacher performance is a form of work results that shows the ability of a teacher in carrying out their duties at school, which includes compiling learning programs, implementing learning, conducting evaluations, and analyzing evaluations. A teacher must have four standards of teacher competency, namely pedagogical competence, personality competence, social competence, and professional competence (Wage et al., 2021)

Furthermore, based on the results of the researcher's interviews with several teachers, the researcher can conclude that the performance of teachers at MI Nurul Huda Pulau Batu is quite good, although there are still some obstacles, but teachers can still overcome them. Teachers at MI Nurul Huda Pulau Batu already have and apply 4 competencies that must be possessed by teachers, because these 4 competencies are basic competencies that must be possessed by teachers. These competencies have been applied as much as possible by the teachers at this school. It can be seen from the application of pedagogical competencies, social competencies, personality competencies, and professional competencies.

The principal's efforts to improve teacher performance at MI Nurul Huda Pulau Batu

The principal must have various efforts and strategies so that the direction and goals of the school can be achieved, as well as to improve the quality of the school (Ellinawati & Anggraini, 2021). The principal's efforts in improving teacher performance are very important for the success of goals in the organization. MI Nurul Huda Pulau Batu is one of the institutions that is quite good at implementing efforts to improve teacher performance, because it is required to have qualified and competent teachers. According to the results of the interviews conducted by the researcher, there are several efforts made by the principal, namely establishing cooperative relationships with teachers, providing good examples to improve teacher performance in the teaching and learning process, determining the right assignments, providing motivation, trying to provide and complete school facilities and infrastructure and implementing regulations.

Based on the research results, it can be concluded that the principal has made various efforts to improve teacher performance. The principal improves teacher performance by involving them in training such as participating in teacher working groups (KKG), giving awards (rewards) to the work achievements of teachers and education personnel who excel, always trying to improve their welfare, which can be accepted by teachers as well as possible. Efforts made by teachers such as establishing cooperative relationships with teachers, provide good examples to improve teacher performance in the teaching and learning process..

CONCLUSION AND SUGGESTION

Conclusion

Based on the research conducted by the researcher at MI Nurul Huda Pulau Batu regarding the principal's managerial competence in improving teacher performance at MI Nurul Huda Pulau Batu, it can be concluded as follows: First, the principal of MI Nurul Huda Pulau Batu has implemented managerial competence well, the principal has delegated tasks, allocated work, set standards, monitored and evaluated activities, monitored and evaluated the budget. The principal of MI Nurul Huda Pulau Batu delegates tasks and authorities to subordinates according to their fields through the school's organizational structure, then the principal manages subordinates in

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carrying out their work. A good principal can motivate teachers in creating teamwork satisfaction, intensive communication, and transparent administrative management. Second, the principal has made various efforts to improve teacher performance, The principal improves teacher performance by involving them in training such as teacher working groups (KKG), giving awards (rewards) for teacher work achievements, always trying to improve their welfare, which can be received by teachers as well as possible.

Suggestion

Suggestions are given for further research improvement. The suggestions that the researcher can convey are: the first one, to the principals to be committed and consistent in developing their managerial skills, the second one for teachers to continue to strive to improve their performance through various training and other activities.

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