

Primary School Principal Performance Measurement

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ABSTRACT

The principal's performance is a measure of the performance of the school organization. The purpose of this study was to measure the performance of the principal. This research was conducted in elementary schools in Malang Regency, East Java, Indonesia. The research sample was 145 school principals. The instrument used to measure the principal's performance was a questionnaire, with a total of 24 items. Data analysis was carried out by descriptive analysis. The results of the study concluded that the principal's performance was included in the medium category.

Keywords: *Measurement, Evaluation, Performance, Principal, Primary School*

1. INTRODUCTION

Every organization expects its members to show optimal performance in supporting the achievement of the goals previously set. Therefore, problems related to performance must get the attention of management if they want to achieve the expected goals. Performance is the work that is contributed by a person or group to support the achievement of organizational goals [1]. Performance is the result of the ability to carry out tasks assigned to employees, as a consequence of the employee agreement [2]. Performance can be assessed from the ability of a person or group to complete the tasks assigned to them. The assignment given is in accordance with the job description that the organization has given him.

Performance is the work achieved by a person in carrying out the tasks assigned to him [3]. Performance is something that is produced by a person or group of people [4]. Both definitions of performance emphasize that performance is the result contributed by a person or group in carrying out the tasks for which they are responsible. Performance is a summary measure of the quantity and quality of contributions made by a individual or group to the production purpose of the work unit and organization [5].

Performance is the work process of an individual to achieve relevant goals [6]. This definition sees that performance is assessed from the work process, meaning that performance is not only assessed from the results achieved but also from the performance seen from the

work procedure whether it is in accordance with the applicable guidelines. Performance is the culmination of three related elements: (1) skills; (2) efforts; and (3) the nature of the external situation [7]–[10]. Performance is usually associated with task assignments related to knowledge, skills and characteristics of a person's work behavior. To be able to produce a positive performance, information is needed about the factors that can influence it. Performance is influenced by many factors, including skills, skills, experience and individual abilities [11].

Factors that affect employee performance are caused by, among others, motivation, ability, environment, and organizational climate [12]. Motivation is a psychological condition that encourages someone to fulfill their need for something. Ability is an element of work implementation needed to enable employees to work in a certain way which contains various elements such as skills and intellectuality. This element also reflects the education, training and experience required according to the work breakdown.

Apart from that, employee performance is also influenced by the environment and organizational climate. Even the motivation and abilities of employees are also determined by the organizational environment. Environmental factors that affect employee performance include culture, law, politics, economy, technology, and society. This influence can be direct or indirect. Meanwhile, organizational climate factors that affect employee performance include management policies and philosophy, leadership style, structural characteristics,

and social conditions of the work group. Organizational performance is influenced by its leader. School performance is influenced by the principal's performance in leading the school. This study aims to determine the performance of primary school principals.

2. METHOD

Based on the research objectives, this study uses a quantitative approach. This research was conducted in elementary schools in Malang Regency, East Java, Indonesia. The research sample was 145 school principals. To measure the performance of school principals, the instrument used was a questionnaire. Principal performance is measured by indicators: (1) professional; (2) partnership; (3) nursing; (5) independent; (6) democratic; (7) open; (8) flexible; (9) participatory; (10) accountable; (11) responsible; (12) systemic; and (13) sustainable [13].

There are 24 statement items used to measure the performance of school principals (Table 2). Data analysis using descriptive analysis, by calculating: mean; standard deviation; maximum score; minimum score; range; and

intervals. Furthermore, to find out the achievements of each item, each item mean is compared to the total mean. If the mean of the item < total mean, it is included in the low category (R). If the mean of the item > the total mean, it is included in the high category (H) [14]. The results of the descriptive analysis calculations are presented in the form of a frequency distribution table. To determine the principal's performance using the mean score reference.

3. RESULTS

Based on the results of data analysis calculations, obtained: mean = 85.86; standard deviation = 7.02; maximum score = 96; minimum score = 67; range = 29; and interval = 7. Frequency distribution of principal performance is presented in Table 1. The mean of principal performance is 85.86; it can be concluded that the principal's performance is in the medium category. Furthermore, the item mean is compared with the total mean. The results of these comparisons are as in Table 2. Referring to Table 2, it can be seen that items included in category R are items that must be improved by the principal. Whereas items included in category H are items that must be maintained by the principal.

Table 1 Principal Performance

No.	Category	Interval	f	%
1	Worse	67 - 73	8	5,52
2	Bad	74 - 80	26	17,93
3	Medium	81 - 87	47	32,41
4	Good	88 - 94	48	33,10
5	Great	95 - 101	16	11,03

Table 2 Comparison of Item Mean and Total Mean

No.	Statement	Mean Item	Total Mean	Information
1	School programs are planned, implemented, and evaluated holistically	3.61	3.58	H
2	Code of ethics as a reference for working professionally in schools	3.70	3.58	H
3	The school committee is the school's strategic partner	3.72	3.58	H
4	There is a school cooperation program with parents of students	3.68	3.58	H
5	Teachers have good collegial relationships	3.72	3.58	H
6	Principal and teacher communication is in accordance with collegial principles	3.58	3.58	H
7	The school is independent in implementing programs	3.32	3.58	L
8	Independence of professional development is a principle of professional development	3.28	3.58	L
9	Deliberation and consensus is a school culture	3.79	3.58	H
10	School interests are a top priority	3.66	3.58	H
11	Every process of determining school programs can be accessed by stakeholders	3.40	3.58	L
12	Stakeholders can access information from schools in accordance with the principles of responsibility and openness	3.39	3.58	L
13	Teachers have a spirit of change and challenges	3.58	3.58	H
14	Schools can adjust to the development of science and technology	3.67	3.58	H
15	Teachers have a role in every policy made by the school	3.63	3.58	H
16	The school principal involves the school committee and the teacher board in compiling the school's strategic plan	3.70	3.58	H
17	Every school program has a comprehensive activity report	3.47	3.58	L
18	The learning carried out by the teacher is based on the lesson plan	3.66	3.58	H
19	The school has a job description for every human resource it has	3.43	3.58	L
20	Principals, teachers, and staff work in accordance with their main duties and functions	3.77	3.58	H
21	The school program is implemented regularly	3.60	3.58	H
22	The school has a management system in providing school services	3.57	3.58	L
23	There is a follow-up program design in each school program	3.44	3.58	L
24	School programs are evaluated holistically and there are development efforts	3.50	3.58	L

4. DISCUSSION

Many factors support employee performance, including: (1) employees clearly understand what is expected of them; (2) employees are supported by an adequate work environment; and (3) employees are motivated to work. Performance will have a good impact if: (1) the vision is stated specifically and clearly; (2) all staff are involved in their capacity building process; (3) staff have expectations and they are challenging but achievable; (4) expectations describe measurable results; (5) the expectation of describing the job as “whole” or definable and the responsibility of the employee for the most part, if not all; and (6) that expectation has meaning for employees. Thus, the leadership of the organization must be able to create a situation that is conducive to the organizational environment.

Good employees are employees who know exactly and are aware of when they become leaders and when they become people who are led and act proportionally according to their authority, responsibility and obligation [15]. Factors that can affect a person’s performance include: (1) job attractiveness; (2) wages; (3) willingness and protection of work; (4) knowledge; (5) work environment and atmosphere; (6) career development expectations; (7) involvement in organizational activities; and (8) attention and superior leadership [16]. There are three elements as determinants of performance, namely: (1) skill level; (2) level of effort; and (3) the nature of the external situation.

Skill level is the raw material that an employee brings to the workplace, such as knowledge, ability, interpersonal skills, and technical skills. The level of effort can be described as the motivation shown by employees to complete work. Even if employees have the skill level to do the job, they will not perform well with little or no effort. Skill level is related to what will be done. External conditions are also a determining factor for employee performance. Even if the employee has the level of skill and effort required to succeed the employee may not be successful. This is caused by unfavorable conditions beyond the employee’s control. Conversely there are also times when external conditions are very supportive, employees will succeed despite low skill levels and levels of effort. So improving employee performance is not enough with skills and efforts alone, but the work environment must be supportive.

Several factors that affect employee performance are: (1) job skills; (2) motivation; (3) work environment; and (4) attitude. Factors that affect performance include: ability, effort, and task difficulty [17]. However, a number of factors can also affect performance, namely behavior, attitudes, actions of colleagues, subordinates or leaders, resource constraints, and economic conditions.

To monitor performance, it can be observed by observing the process including its implementation behavior and so it can also be seen from its output [4]. Like the employee’s job of “typing one page” is behavior, while “typed page” is the result. There are drawbacks to just monitoring the output, because someone can be successful without going through the correct process that has been determined and achieving goals cannot be done by all means. This definition emphasizes that monitoring performance is not only done from the results obtained in doing work, but it is necessary to pay attention to whether someone who does the job is in accordance with the procedures previously established. Ideally good work results are achieved in the right way.

Performance appraisal can be viewed from: (1) results-oriented assessments, such as production records, sales and cost budgets; (2) assessment of what is done, the essence of this assessment is that employees can control their actions, but need not be able to control the results of work; and (3) proficiency assessment with work samples or simulations and using tests to assess the level of knowledge and understanding of work. Job appraisal can be viewed from an objective type that emphasizes the quantity of work results and a subjective type that emphasizes behavioral analysis with past-oriented assessment techniques [18].

To get a description of a person’s performance or work results for the task assigned to him, six steps can be followed: (1) determining the level of performance expected, by analyzing the work, the quality and quantity to be implemented, the methods and procedures to be performed and the behavior applied in work; (2) monitoring progress by focusing on results achieved; (3) evaluating the level of performance compared to the previously expected performance; (4) provide feedback on performance; (5) make administrative decisions on the performance achieved; and (6) develop performance improvement plans [19].

There are four factors that determine success at work: (1) character, intellectual honesty, persistence, loyalty, trust, integrity, and acceptance of responsibility; (2) temperament, calmness, and mental calm; (3) ability, physical, intellectual, honesty, social; and (4) attention, emotional satisfaction from working with other people. Creating a conducive atmosphere in carrying out tasks is something that should not be ignored. This condition will certainly facilitate communication between employees which will facilitate the implementation of duties. Communication is a basic way to influence behavioral change and unify psychological processes, such as perception, understanding, and motivation. Psychologically, communication can affect the behavior of others.

It is not uncommon for an employee who has good skills and knowledge, but does not succeed in carrying out his duties, because he is unable to communicate well and build harmonious relationships among employees. This means that an employee must have the ability to communicate in order to support the achievement of the goals set by the organization. Performance is an achievement, the result of work based on the ability / skill, effort and opportunity contributed by a person / group with the indicators: (1) knowledge of the business sector; (2) how to carry out tasks; (3) skills in carrying out tasks; and (4) feedback.

Leadership style is a method used by leaders in influencing employees to achieve organizational goals with the following indications: (1) division of tasks / jobs; (2) how to make decisions; (3) rewards and punishments; and (4) creating good relationships with employees [20]–[22]. In order to achieve work results as expected from an employee, knowledge is needed about how to carry out these tasks. In addition, an employee must be able to follow the rules that apply to work well, have adequate skills in carrying out the job, and feedback is required from the results that have been achieved. The success of employees in carrying out their duties is greatly influenced by their leadership style. Therefore,

Leaders must use a leadership style in accordance with the situation at hand [23]–[25]. Especially in determining policies and decision making must take into account the involvement of employees. If this condition is not carried out by the leadership, it can weaken employee morale, which in turn will affect employee performance. Likewise, the award and punishment must be fair. Leaders should make an assessment of employees based on the fact that they are not in favor of someone or certain. Giving rewards and punishments by the leadership to employees who are not fair will be able to create a bad perception of the leadership and can weaken their performance.

5. CONCLUSION

The results of data analysis on the principal's performance concluded that the principal's performance was included in the medium category. The leadership must always create a harmonious social atmosphere, both among employees and with the leadership. An intimate and open atmosphere will be able to facilitate tasks and help each other in completing work. This means that the leader places himself as an inseparable part of the group.

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