



The Influence of School Head Managerial and Teacher's Performance Abilities in the Quality of PAUD at Cluster 3 District Gerung

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Abstract

The purpose of this study is to analyze and identify the effect between the principal's managerial ability with PAUD quality, teacher performance with PAUD quality, and the principal's managerial ability, teacher performance, together with PAUD quality. The approach of this research is quantitative ex-post facto. The population in this study is the principal and teachers in PAUD-PAUD cluster 3, Gerung sub-district with a population of 50 people. The sample of this study consisted of 50 people including 12 principals and 38 PAUD teachers in cluster 3 in Gerung sub-district who were taken with a saturated sample technique. The results of this study show that: 1) there is a positive and significant effect on the managerial ability of school principals on the quality of PAUD in groups of 3 Gerung sub-districts by 2%, 2) there is a positive and significant effect on teacher performance on the quality of PAUD in groups of 3 Gerung districts by 2, 1%, 3) there is a positive and significant influence on the managerial ability of school principals and teacher performance together on the quality of PAUD in cluster 3 of Gerung sub-district by 1.9%.

Keywords: Principal's Managerial Ability; Teacher Performance; PAUD Quality

Introduction

The reality on the ground shows that the principal's managerial ability and teacher performance still shows abilities that are not yet optimal. the dimensions of learning implementation and the dimensions of learning evaluation are not yet running optimally.

According to Crudy in Atmodiwirio (2002: 107), managerial ability is the ability to manage schools, organize people and resources, use good personnel and good public relations techniques, utilize effective communication in dealing with various kinds of interested subjects, such as parents students or students and teachers. Wahjosumidjo (2003: 83) defines the principal as a functional teacher who is given the task to lead a school where the teaching and learning process is held, or a place where interaction occurs between the teacher giving the lesson and the student receiving the lesson.

In order to carry out its role and function as a manager, school principals are expected to have the right strategy to empower education staff through cooperation or cooperation, provide opportunities for education staff to improve their profession and encourage the involvement of all teaching staff in various activities that support school programs (Purnama) , 2014: 188).

According to Kunandar (2007: 1) the principal as a manager must be able to manage so that all potential schools can function optimally. This can be done if the principal is able to perform management functions properly, including: (1) planning; (2) organizing; (3) direction / control; and (4) supervision.

In addition to the principal's managerial ability, teacher performance also has an important role in improving teacher performance. Zuryati (2015: 39) explains that performance means the same as work performance or in English it is often referred to as performance. Performance is always interpreted as the success of an organization and the people in the organization. Hasibuan (2001: 34) states that performance (work performance) is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. Mangkunegara (2004: 67) states that performance (work performance) is the work of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given.

Meanwhile, according to Wahab & Umiarso (2011: 118), teacher performance is the ability shown by teachers in carrying out their duties or work. According to Marwanti (2013: 17) teacher performance is the ability of teachers to carry out their duties as educators and lecturers based on kecakaoan and their abilities in the context of fostering students to achieve the learning goals to be achieved. In line with that, Rusman (2011: 50) argues that the manifestation of behavior in teacher performance in the learning process is how a teacher plans learning, implements learning activities, evaluates learning outcomes and implements follow-up learning.

The term quality is often spoken in everyday life. Quality is usually judged by appearance, performance, or compliance with requirements. There is no definition of quality that can be universally applied to all types of organizations or companies. Each company needs to define the meaning of quality for itself in serving customers, employees, shareholders, markets, and society. Understanding of quality can perhaps reflect the vision of the organization, mission, and values embraced by the institution / organization (Herjanto: 2008: 392). According to (Zahid, 2014: 669) Quality of education is a multidimensional concept covering institutions, teaching and student learning outcomes.

Sallis (2012: 33) says quality is a philosophy and methodology that helps institutions to plan changes and set the agenda in the face of excessive external pressures. According to Hiryanto (2010: 10-11) the achievement of quality of early childhood education can be measured by comparing the results of the achievement of the program with established national standards in terms of input components, processes and outputs, early childhood education institutions are said to be of good quality if the service activities carried out are correct - actually leads to achieving the expected results by utilizing existing inputs in an integrated, harmonious and optimal way. This standard covers the curriculum, learning process, students, personnel, facilities and infrastructure, community participation, institutional organizations, administration and management as well as the supporting and financing environment, in other words quality PAUD services when they meet minimum management standards (QMS), standards minimum education staff (SMTK), as well as Minimum Service standards (SPM).

Improving the quality of education starts from early education. Fahrudin and Astini (2018) states that education in early childhood is the most basic education for child development. At an early age the growth and development of children is very rapid, especially in the process of forming the basics of children's potential and intelligence. The development of learning processes in PAUD as well as low grade elementary schools pay more attention to the principle of protection and respect for children's rights

by putting more emphasis on efforts to develop emotional, social, and spiritual intelligence with the principle of playing while learning. According to Muhson (2008: 1), improving the quality of education can be achieved through improving the quality of educators and education personnel. Trained teachers can understand and solve problems encountered regarding student problems.

Based on this, it is realized that the principal through his managerial ability and optimal teacher performance, where the teacher as a professional educator and teacher will greatly determine the creation of quality schools. Thus to realize quality education quality, both of these variables can be seen as strategic variables to build the quality of early childhood education. Cluster 3 Gerung Sub-District.

Method

Research conducted is quantitative research, where researchers describe phenomena in more detail using quantitative data. This study uses an ex post facto approach where no treatment is given to the research variables. But examine the facts that have happened. Then the facts are explored using a questionnaire containing a number of questions that reflect various aspects of the research variable. Through this approach, the data obtained can be processed in the form of numbers and analyzed using the SPSS 16 program.

This research was conducted at an early childhood education institution (PAUD which is included in the PAUD group 3 in Gerung Subdistrict. In cluster 3 there are 12 PAUDs, then all of these PAUDs were sampled in this study. The population in this study were all PAUDs in Cluster 3 District Gerung which consists of 12 schools consists of 12 principals and 38 teachers. The sampling technique used is the Saturated Sampling where all members of the population are sampled in this study. In this study there are two variables, namely the managerial ability of principals, teacher performance as an independent variable and PAUD quality as the dependent variable.

Data collection techniques in this study used the questionnaire instrument. The questionnaire instrument was then distributed to all teachers and principals in PAUD in cluster 3 of Gerung District to see how the headmaster's managerial ability and teacher performance affected the quality of PAUD in cluster 3 of Gerung District. Instrument testing is done by content validity testing using formulas from Gregory. Data analysis in this study used simple regression and multiple regression.

Results and Discussion

The calculation of the normality test for the instrument of managerial ability of principals found the chi square count = 11.057. Furthermore, this price is compared with the chi chiadrat table price with dk (degrees of freedom) $6 - 1 = 5$. Based on the chi square table, it can be seen that if $dk = 5$ and the specified error = 5% then the chi square price table = 11.070. Because the price χ^2 calculates $< \chi^2_{table}$, the principal's managerial ability data can be stated as normally distributed. For the results of the hypothesis test obtained R results of 0.149 and R Square results of 0.022. Adjusted R Square of 0.02. That is, the managerial ability variable of the school principal is able to explain the quality variable of PAUD by 2%; the rest is caused by other factors. Meanwhile the value of t is at a significance level below 0.05; which is equal to 0.030 which also shows that H_0 was rejected. In other words, the principal's managerial ability influences the quality of PAUD in Cluster 3 of Gerung District. The linear regression model for the

principal's managerial ability variable is as follows: $Y = 106,175 + 0,349X_1$. From the above equation, showing the quality of PAUD will improve, if the principal's managerial ability is improved.

The calculation of the normality test of the teacher's performance instrument was found to calculate chi square = 7.830. Furthermore, this price is compared with the chi Kauadrad table price with dk (degrees of freedom) $6 - 1 = 5$. Based on the chi quadratic table, it can be seen that if dk = 5 and the specified error = 5% then the chi quadrad table price = 11.070. Because the price χ^2 arithmetic $< \chi^2_{table}$, the teacher performance data can be stated normally distributed. For the results of hypothesis testing the R results are 0.135 and the R Square results are 0.018. Adjusted R Square value of 0.02 It means that the teacher performance ability variable is able to explain the PAUD quality variable of 2.1%; the rest is caused by other factors. Meanwhile the value of t is at a level of significance below 0, which means that teacher performance has an effect on the quality of PAUD in Cluster 3 in Gerung District. The linear regression model for teacher performance variables is as follows: $Y = 132,737 + 0,035X_2$. From the above equation, showing the quality of PAUD will improve, if teacher performance is improved.

Calculation of the normality of PAUD quality instrument test found the chi square count = 8.3326. Furthermore, this price is compared with the chi Kauadrad table price with dk (degrees of freedom) $6 - 1 = 5$. Based on the chi square table, it can be seen that if dk = 5 and the error set = 5% then the chi quadrad table price = 11.070. Because the price χ^2 arithmetic $< \chi^2_{table}$, the teacher performance data can be stated normally distributed. Hypothesis results obtained R results of 0.149 and R Square results of 0.022. Adjusted R Square of 0.019 which also shows that, Ho3 is rejected. Or in other words the principal's managerial ability and teacher performance together influence the PAUD quality variable of 1.9%. Furthermore, the value of t for all independent variables obtained significance below 0.05; that is, 0.031 for the managerial ability of the principal; and 0.12 for teacher performance. That is, all independent variables individually or individually in the multiple regression model affect the quality of PAUD in cluster 3 of Gerung sub-district. The linear regression model for the influence of variables together is as follows: $Y = 107,117 + 0,351X_1 + 0,016X_2$. From the above equation shows the quality of PAUD will improve, if the principal's managerial ability and teacher performance are improved. That is, when the value of all independent variables is 0, the quality of PAUD is 107,117. Thus, if the principal's managerial ability is increased so as to get a grade of 10 and also the performance of the teacher gets a score of 10 then the quality of PAUD is $Y = 107.117 + 0.351(10) + 0.016(10)$ then an PAUD teacher is estimated to be 110.664. Likewise, for the addition of the value of each independent variable.

Based on the results of the study above, information is obtained that the R value of the principal's managerial ability is 0.149 and the R Square result is 0.022. Adjusted R Square managerial ability of principals is only able to influence by 2%. That is, the principal's managerial ability is only able to explain PAUD quality by 2% in the linear regression model. This value is very small because it is under 5%. This indicates that the managerial ability of school principals when linked directly to the quality of PAUD, will influence by 2% and the remaining 98% is influenced by variables or other factors.

This is also in line with the value of B. The value of B for the principal's managerial ability in the linear regression model is 0.349. This means that the managerial ability of the principal is only able to add a value of 0.349 for each addition of the principal's managerial ability. However, although the results of Adjusted R Square and B obtained are small, the managerial ability variable of the principal has a significant influence on the quality of PAUD. This is because the significance value of t obtained is below 0.05; that is, 0.030 (Ho1 is rejected). In other words, the existence of the principal's managerial ability influences positively and significantly on the quality of PAUD.

The principal's managerial ability is able to influence the quality of PAUD because the principal is someone who does make school policies. This then has implications for positive values on the quality of PAUD. The results of this study are then in line with the theory of Elda Safitri (2015, p. 27) which says that the existence of the principal as a manager has a significant role in developing and empowering various existing resources in achieving the stated goals. This is also in line with the opinion of Syafaruddin in Thahirah (2016: 451) argues that the success of an educational institution is influenced by the principal. Paud institutions will advance if they are led by a visionary school principal, who has managerial skills, and the integration of personalities in making improvements in schools provides solutions to meet current and future challenges, because the principal can form a responsive education and be able to respond to changes that occur in the field of education. Then this opinion was confirmed by Gibson (Danim, 2004: 145), who argued that the success of schools was largely determined by the capacity of the principal in addition to having competent teachers at the school. Thus the existence of the principal is very important in determining the success of the school.

Based on the results of the study above, information is obtained that the teacher's performance R value is 0.135 and the R Square result is 0.018. Adjusted R Square teacher performance is only capable of 2.1%. That is, teacher performance is only able to explain the quality of PAUD by 2.1% in the linear regression model. This value is classified as very small because it is under 5%. This indicates that when teacher performance is linked to cause and effect directly with school culture, it will have an effect of 2.1% and the remaining 97.9% is influenced by other variables or factors.

The value of B for teacher performance in the linear regression model is 0.035. That is, the teacher performance variable is only able to add a value of 0.035 for each addition of 1 teacher performance value. Although the results of Adjusted R Square and B obtained are small, the teacher performance variable significantly influences the quality of PAUD. This is because the significance value of t obtained is below 0.05; i.e. 0,000 (H_0 rejected). Or in other words, the existence of teacher performance has a positive and significant effect on the quality of PAUD.

Teacher performance does not have too much influence because the teacher in the school, is not the policy maker or the regulations that apply in the school, but the policy implementer. This then has implications for the positive values that exist in the quality of PAUD difficult to form as a whole because of the presence of the teacher. The teacher can only instill basic values in the class, but cannot form a general rule that applies to all school members.

The results of this study are then in line with the string expressed by Rusman (2011: 43) which says that teachers are the spearhead of the success of education in achieving educational goals and are regarded as people who play an important role in achieving educational goals which reflect quality of education. This is also in line with the opinion (Syaodih, in the journal Mulyani, 2012: 87) which says that. It is impossible, education or schools produce quality graduates, if not through a quality learning process as well. And the impossible is also that there is a quality learning process if it is not supported by factors that support the quality learning process as well. Quality learning processes must be supported by personnel, such as administrators, teachers, counselors, and quality and professional administration.

The results of the study above show that the R value together with the principal's managerial ability and teacher performance is 0.149 and the R Square result is 0.022. Adjusted R Square for the overall effect of the independent variables together by 1.9%. That is, the principal's managerial ability and teacher performance are able to jointly explain PAUD quality by 1.9% in the multiple regression model. This indicates that when all independent variables are combined and linked to cause and effect with PAUD quality, it will have an effect of 1.9% and the remaining 98.1% is influenced by other variables or factors.

The Adjusted R Square value above is also supported by the F value obtained in the multiple regression model. Evidently, the F value obtained is equal to 0.533 with a significance of F below 0.05; which is 0.019. Or in other words Ho3 is rejected. This indicates that the principal's managerial ability and teacher performance together have a significant effect on the quality of PAUD.

The significance value of t for each dependent variable in the multiple regression model is then also below 0.05. That is, the variable managerial ability of principals has an individual significant effect on the quality of PAUD in the multiple regression model (sig. T of 0.031); teacher performance variables significantly influence individually on the quality of PAUD in the multiple regression model (sig. t of 0.012).

Furthermore, if each of the independent variables in this multiple regression model is compared with the linear regression model previously described, a rather different information is obtained, namely the teacher's performance ranks the smallest in the hierarchy of influence on the quality of PAUD. Evidently, the t value of teacher performance is the smallest, which is equal to 0.031; followed by the principal's managerial ability thereafter, amounting to 0.012.

These results are also in line with the value of B obtained, namely the managerial ability of the principal to hold the greatest influence, amounting to $0.351 > 0.016$ (teacher performance). This then indicates that there is no guarantee that a certain independent variable will have the same level of influence, both when it is in the linear regression model, and when it is in the multiple regression model. Therefore, it can be concluded that the principal's managerial ability and teacher performance significantly influence the quality of PAUD in cluster 3 of Gerung Subdistrict.

Thus, the results of this study are in line with the opinion According to Sallis (2012: 30) there are several factors that cause the quality itself, namely: good building facilities, prominent teachers, specialization or vocational, parents' encouragement, business and local communities, abundant resources, the latest technology applications, good and effective leadership. This is also in accordance with the opinion According to Faiq (2009: 1) improving the quality of education can be achieved through various ways, including through improving the quality of educators and other education personnel, training and education, or by providing opportunities to solve learning and non-learning problems in a manner professionals through controlled action research.

Conclusion

The results of the study and data analysis of this study show that: (1) The managerial ability of school principals has a positive and significant effect on the quality of PAUD in cluster 3 of Gerung District. Principal's managerial ability has a positive and significant effect on the quality of PAUD in cluster 3 of Gerung Subdistrict, it can be proven by the results of the analysis that has been done and shows that there is a positive and significant effect of 2% between the principal's managerial ability on PAUD quality and the remaining 98% influenced by variables or other factors such as the educational background of principals who are not linear to the occupied field. (2) Teacher performance has a positive and significant effect on the quality of PAUD in cluster 3 of Gerung District. Teacher performance has a positive and significant impact on the quality of PAUD in cluster 3 of Gerung Subdistrict, positive and significant impact on the quality of PAUD in cluster 3 of Gerung District, can be proven by the results of the analysis that has been done and shows that there is a positive and significant influence of 2.1% between the principal's managerial ability to the quality of PAUD and the rest 97.9% is influenced by variables or other factors, one of them such as motivation of teacher performance, teacher social competence, and teacher education background. (3) Principal's managerial ability and teacher

performance together have a positive and significant effect on the quality of PAUD in cluster 3 of Gerung District. Principal's managerial ability and teacher performance together have a positive and significant effect on the quality of PAUD in cluster 3 of Gerung District, it can be proven by the results of the analysis that has been done and shows that there is a positive and significant effect of 1.9% jointly between the principals' managerial ability and teacher performance on PAUD quality and the remaining 98.1% is influenced by variables or other factors, one of them such as educational facilities and infrastructure, facilities, media, and adequate learning resources, both quality and the amount, and adequate costs, proper management and supportive environment.

Suggestion

Based on the conclusions outlined above, it is suggested: (1) One of the important factors that can improve the quality of PAUD is the existence of the principal's managerial skills that are carried out to the maximum. Because the principal is a leader and policy maker in the school, and of course with his presence will greatly affect all aspects of the school. The most important thing that can be done by a manager or a school principal to improve the quality of PAUD or the quality of his school is to pay attention to the four components of the managerial ability of the school head which is used as an indicator in this study. (2) Teacher performance is also a very important factor to be able to improve the quality of PAUD or school quality, because teachers are the spearhead and people who are directly dealing with students so that tricks or ways by the teacher in conveying learning to students will greatly influence how students receive learning delivered by the teacher. So to be able to maximize the performance of teachers in learning is needed so that teachers pay attention to the 3 components of learning that must be planned, and implemented properly so that the quality of PAUD can be increasingly better. (3) The results of this study can be used as one source of ideas for the development of similar research with typical and similar or different research objects by subsequent researchers.

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