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MANAGERIAL COMPETENCE OF SCHOOL PRINCIPAL PERFORMANCE IN TULANG BAWANG DISTRICT, LAMPUNG PROVINCE IN 2022

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Abstract

This study aims to comprehensively reveal the competence of school principals in Tulang Bawang District. This research is a case study research in the field using an analytical perspective. This field research is a collaboration with school superintendents to obtain accurate and reliable data. It was concluded that the highest managerial competence of the principals of SMP Se-Kabupaten Tulang Bawang was SMP Yapindo with a score of 3.89 followed by SMPN 2 Banjar Agung with a score of 3.86, SMPN 3 Menggala with a score of 3.8, SMPN Satap 2 Gedung Meneng with a score of 3.26, SMP Dwipa Karya Mandiri with a score of 3.23, SMP 4 Menggala with a score of 3.14, SMP Angkasa with a score of 3.03, SMPN Satap 1 Gedung Meneng with a score of 2.87, and the lowest obtained by SMPN Satap 3 Gedung Meneng. The average performance of the principal on managerial competence is 3.30, this means that the principal's performance is classified as Good.

Keywords: *Principal, Junior high, Competency, Managerial.*

Abstrak

Penelitian ini bertujuan untuk mengungkap secara komprehensif kompetensi kepala sekolah di Kabupaten Tulang Bawang. Penelitian ini adalah penelitian studi kasus di lapangan dengan menggunakan perspektif analitik. Penelitian lapangan ini merupakan kolaborasi dengan pengawas sekolah guna mendapatkan data yang akurat dan dapat dipercaya. Disimpulkan bahwa kompetensi manajerial kepala sekolah SMP Se-Kabupaten Tulang Bawang tertinggi adalah SMP Yapindo dengan skor 3.89 diikuti SMPN 2 Banjar Agung dengan skor 3.86, SMPN 3 Menggala dengan skor 3.8, SMPN Satap 2 Gedung Meneng dengan skor 3.26, SMP Dwipa Karya Mandiri dengan skor 3.23, SMP 4 Menggala dengan skor 3.14, SMP Angkasa dengan skor 3.03, SMPN Satap 1 Gedung Meneng dengan skor 2.87, dan terendah didapat oleh SMPN Satap 3 Gedung Meneng. Rata-rata kinerja kepala sekolah pada kompetensi manajerial adalah 3.30 ini berarti bahwa kinerja kepala sekolah tergolong Baik.

Katakunci: Kepala sekolah, SMP, Kompetensi, Manajerial



INTRODUCTION

The quality and quality of schools is strongly influenced by the principal (Santika, 2017; Anggraeni et al., 2016; Achmad, 2017; Timor, 2018). The principal is the main driver of school development and progress and is responsible for improving the success of students and their programs (Fitrah, 2017). To achieve this well, the principal's leadership must be strengthened so that the principal can act in accordance with his duties, authorities and responsibilities (Mahardhani, 2019).

School principals must have at least three main competencies, namely, managerial, supervision, and entrepreneurship (Kalimantara, 2020). Competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties (Indonesia, 2005). Meanwhile, Charles said competence is rational behavior to achieve the required goals in accordance with the expected conditions (Mulyono, 2021). Competency is also defined as "competency as a written description of measurable work habits, a personal skill, used to achieve a work objective" (Kesster, 2006).

Mastery of these competencies aims to develop learner-centered learning; create a safe, comfortable and inclusive learning environment; building a culture of reflection in the development of education unit citizens and the management of education unit programs; and improving the quality of student learning processes and outcomes (Culture & Culture, 2022). The competence of the principal is very important so that what is aspired to can be realized optimally.

Currently, the national average score of the principal competency test in Indonesia is based on the dimensions of managerial average competence 58.05, supervision 51.10, and entrepreneurship 57.93. Lampung is currently in the 19th position nationally with a managerial average of 56.56, supervision of 50.88, and entrepreneurship of 57.53 (Iwan, 2015). If we look at the data, this shows that the average competence of Lampung Province is still below the national competency average. This is certainly a problem in itself where the quality of education in Lampung can be said to be still low due to managerial factors from the principal himself.

Support from improving the competence of school principals in each city district in Lampung Province must continue to be improved from year to year, including Tulang Bawang district. Continuous collaboration such as training or workshops is needed to provide literacy in order to grow and develop competencies that are mandated through regulations. We are currently living in the era of the 21st century, where technology and information technology are developing very quickly. These developments will certainly affect the goals of Indonesian education which will have an impact on the demands of changing competencies that school principals must have to compete in the 21st century. The challenges



faced by school principals are so great that it is very interesting to examine more deeply the competence of principals to face these developments (Hidayat et al., 2019).

Of course, between the quality and quality of schools with the competence of the principal are interrelated with each other. The quality of education is achieved when supported by all components of education that are well organized. These components are inputs, processes, outputs, teachers, places, infrastructure, costs, all of which require full support from parties who play an important role in educational institutions, in this case the principal. The principal is the director of education who is directly involved in the implementation of educational programs in schools. As a school decision maker, the principal must function optimally and be able to manage the school wisely and decisively, and strive to achieve maximum goals to improve the quality of education (Juliantoro, 2017).

Strengthening the leadership skills of principals is very important because many principals are now starting to weaken and abandon their managerial skills. It can be said that letting go of managerial skills is not good for school (Ambarita, 2013). Because later it will also affect the educational institution itself. Teaching activities can be said to be good if the principal is able to direct and implement educational activities in accordance with what is planned, in order to achieve goals effectively and efficiently (Sudharta, 2017). To achieve this goal, the principal of a primary school must thoroughly strengthen his leadership ability.

RESEARCH METHODS

The method used in this research is qualitative method. In exploring this type of qualitative research, that most qualitative researchers are identifying texts or social objects suitable for analysis, even if they are visual texts (Jackson et al., 2007; Flick, 2014). This method is used to see the phenomenon of principal competence comprehensively and in depth. The population in this study is all junior high school principals who are the target areas of the supervisors of the research collaboration partner schools. All principals of assisted schools were sampled in this study including the Principals of SMPN 2 Banjar Agung, SMPN 3 Menggala, SMPN 4 Menggala, SMPN SATAP 1 Gedung Meneng, SMPN SATAP 2 Gedung Meneng, SMPN SATAP 3 Gedung Meneng, SMP Angkasa, SMP Dwipa Karya Mandiri, SMP Yapindo. The data collection technique collaborates with school supervisors in Tulang Bawang District using the principal competency assessment instrument (PKKS). The data was then analyzed by descriptive analysis of the Miles and Huberman models.

RESULTS AND DISCUSSION

School management or educational management is a subset of management, and the term "management" is now commonly used in educational contexts in various contexts (Veteška & Tureckiová, 2008). Most often it refers to a group of people who manage or run a school, they are the principal and his deputy, and are also used to denote a set of activities carried out by a group of people and thus ensure the management and management of schools - schools. Managerial competence defines it as the ability to successfully perform a function or set of functions (Veteška & Tureckiová, 2008).

Result

Based on the results of the research, the duties of the principal on aspects of managerial competence are as follows:

a. Planning a work program

The assessment indicators are in the form of attendance lists for RKS / RKAS, minutes of meetings on related matters, RKS / RKJM / RKAS, and School Development Team Decrees. In the planning component of the school principal's performance work program in Tulang Bawang District, we can see in the table and figure below.

Table 1. Performance in Planning Work Programs

NO.	HEAD OF WORK UNIT	VALUE	CRITERION	INFORMATION
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	4.0	Very good	
4	SMPN SATAP 1 Gedung Meneng	3.0	Good	
5	SMPN SATAP 2 Gedung Meneng	4.0	Very good	
6	SMPN SATAP 3 Gedung Meneng	2.0	Less	
7	SMP Angkasa	4.0	Very good	
8	SMP Dwipa Karya Mandiri	3.0	Good	
9	SMP Yapindo	4.0	Very good	

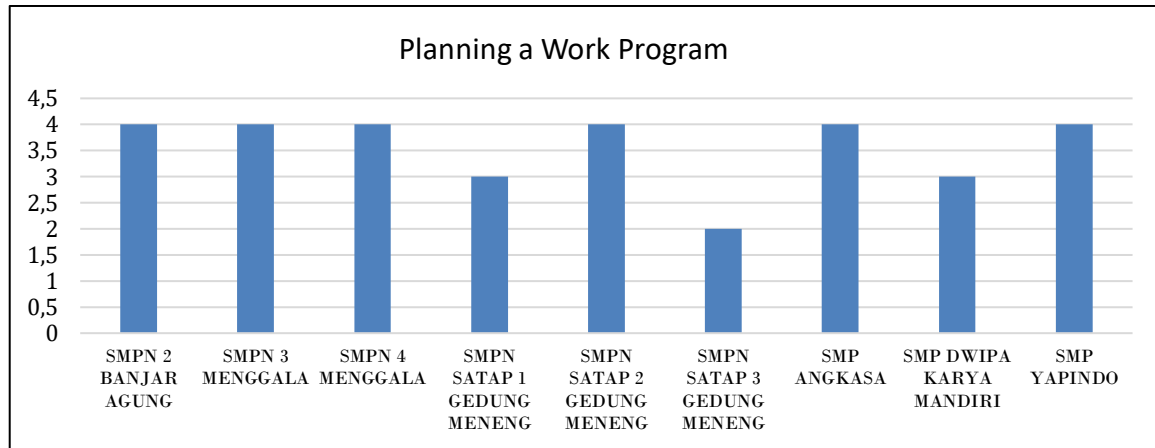


Figure 1. Performance in Planning Work Programs

In the table and figure 1 above, it can be seen that the lowest performance of school principals in the aspect of planning work programs is at SMPN 3 Gedung Meneng, followed by SMPN Satap 1 Gedung Meneng, and SMP Dwipa Karya Mandiri, this is because there are several incomplete assessment indicators. For other schools, it can be seen that the principal's performance is very good with an average maximum or perfect score.

b. Managing National Education Standards

The assessment indicators are in the form of education report cards, 8 SNP documents, and SNP implementation reports. In the component of managing national education standards, the performance of school principals in Tulang Bawang District can be seen in the table and figure below.

Table 2. Performance in Managing National Education Standards

NO.	HEAD OF WORK UNIT	VALUE	CRITERION	INFORMATION
1	SMPN 2 Banjar Agung	2.67	Good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	2.67	Good	
4	SMPN SATAP 1 Gedung Meneng	2.67	Good	
5	SMPN SATAP 2 Gedung Meneng	4.0	Very good	
6	SMPN SATAP 3 Gedung Meneng	2.67	Good	
7	SMP Angkasa	4.0	Very good	
8	SMP Dwipa Karya Mandiri	2.67	Good	
9	SMP Yapindo	4.0	Very good	

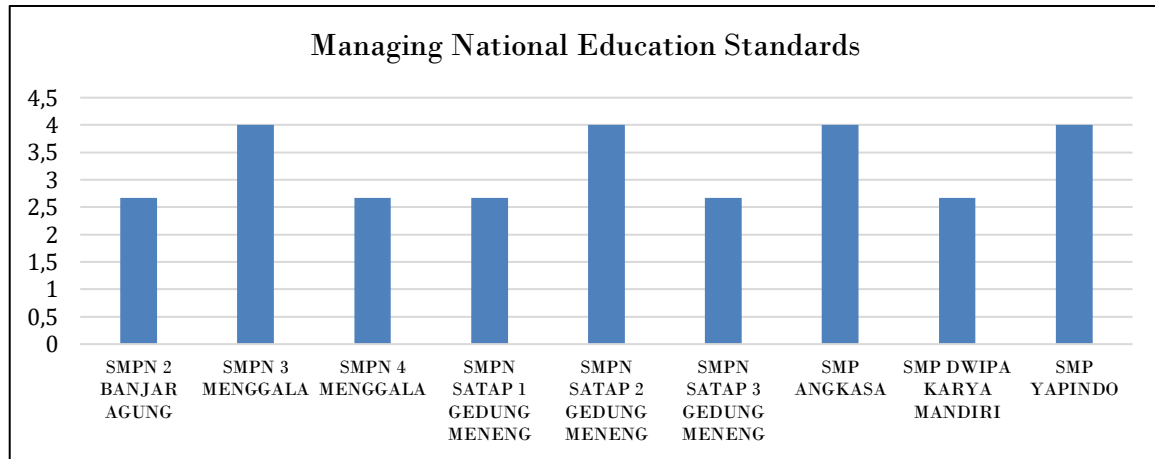


Figure 2. Performance in Managing National Education Standards

In the table and figure 2 above, it can be seen that the lowest principal performance in the aspect of managing national education standards is SMPN 2 Banjar Agung, SMPN 4 Menggala, SMPN Satap 1 Gedung Meneng, SMPN Satap 1 Gedung Meneng, and SMP Dwipa Karya Mandiri with a score of 2.67, this is because of the three indicators assessed, the average principal only completes two of the three indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of managing national education standards is very good with maximum or perfect scores.

c. Carry out the management of Graduate Competency Standards

The assessment indicators are in the form of student guidance program documents in the academic / non-academic field and reports on student guidance activities in the academic/non-academic fields. In the component of implementing the management of graduate competency standards, the performance of school principals in Tulang Bawang District can be seen in the table and figure below.

Table 3. Performance in Implementing the Management of Graduate Competency Standards

NO.	HEAD OF WORK UNIT	VALUE	CRITERION
1	SMPN 2 Banjar Agung	4.0	Very good
2	SMPN 3 Menggala	4.0	Very good
3	SMPN 4 Menggala	2.0	Less
4	SMPN SATAP 1 Gedung Meneng	2.0	Less
5	SMPN SATAP 2 Gedung Meneng	4.0	Very good
6	SMPN SATAP 3 Gedung Meneng	2.0	Less
7	SMP Angkasa	4.0	Very good
8	SMP Dwipa Karya Mandiri	2.0	Less
9	SMP Yapindo	4.0	Very good

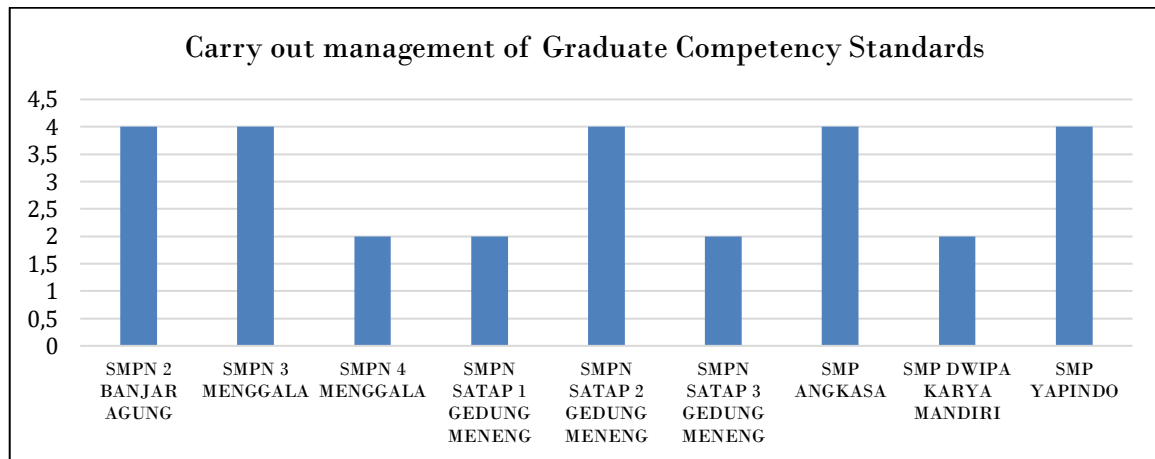


Figure 3. Performance in Implementing the Management of Graduate Competency Standards

In the table and figure 3 above, it can be seen that the lowest principal performance in the aspect of implementing the management of graduate competency standards is SMPN 4 Menggala, SMPN Satap 1 Gedung Meneng, SMPN Satap 3 Gedung Meneng and SMP Dwipa Karya Mandiri with a score of 2, this is because of the two indicators assessed, the average principal only completes one of the two indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of implementing the management of graduate competency standards is very good with a maximum or perfect score.

d. Implement the management of Content Standards

The assessment indicators are in the form of KTSP drafting team documents, KTSP documents that have been ratified, programs and work schedules of the KTSP drafting team, profiles of the condition of education units, vision, mission and objectives of education units, school curriculum structure, learning tools for all subjects, extracurricular programs, and graduate quality improvement programs. In the component of implementing the standard management of the content of school principals in Tulang Bawang District, we can see in the table and figure below.

Table 4. Performance in Implementing Content Standard Management

NO.	HEAD OF WORK UNIT	VALUE	CRITERION	INFORMATION
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	3.11	Good	
4	SMPN SATAP 1 Gedung Meneng	2.67	Good	
5	SMPN SATAP 2 Gedung Meneng	3.11	Good	
6	SMPN SATAP 3 Gedung Meneng	2.22	Less	
7	SMP Angkasa	1.78	Very Lacking	
8	SMP Dwipa Karya Mandiri	3.11	Good	
9	SMP Yapindo	4.0	Very good	

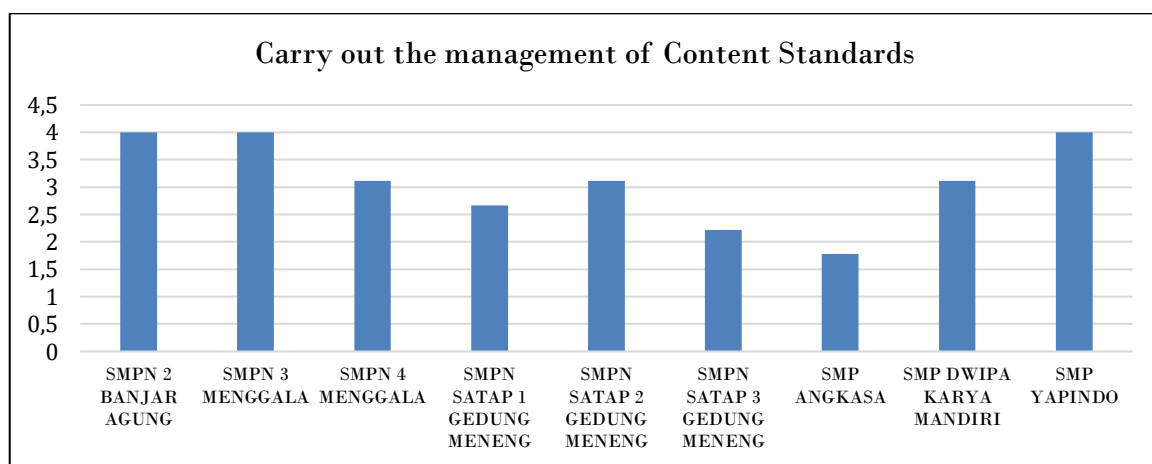


Figure 4. Performance in Implementing Content Standard Management

In the table and figure 4 above, it can be seen that the lowest principal performance in the aspect of implementing content standard management is SMP Angkasa with a score of 1.78, followed by SMPN Satap 3 Gedung Meneng with a score of 2.22, SMPN Satap 1 Gedung Meneng with a score of 2.67, SMPN 4 Menggala, SMP Satap 2 Gedung Meneng, SMP Dwipa Karya Mandiri with the same score of 3.11, this is because of the nine indicators assessed, the average principal only completes 4 to 7 indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of implementing content standard management is very good with a maximum or perfect score.

e. Implement the management of Process Standards

The assessment indicators are documents in the form of a learning implementation plan (RPP) developed from the syllabus by each teacher in accordance with process standards, the substance of the

RPP according to the provisions, there is a development of teaching materials, implementing 4 requirements, namely: planning, implementation, assessment and follow-up, learning includes opening, core and closing activities, compiling a schedule for the use of library / laboratory activities, teachers providing schedules for eye consultations lessons, there are face-to-face activities, PT and KMTT, there are remedial programs throughout the semester, using ICT-based learning, the learning process encourages creativity initiatives and student independence, the ratio of the number of textbooks to students (1: 1), the number of students per rombel according to SPM, learning is developed with a culture of reading and writing. In the component of implementing the standard management process of school principals in Tulang Bawang District, we can see in the table and figure below.

Table 5. Performance in Implementing Process Standard Management

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	3.43	Very good	
3	SMPN 4 Menggala	3.14	Good	
4	SMPN SATAP 1 Gedung Meneng	2.67	Good	
5	SMPN SATAP 2 Gedung Meneng	2.86	Good	
6	SMPN SATAP 3 Gedung Meneng	2.57	Less	
7	SMP Angkasa	2.57	Less	
8	SMP Dwipa Karya Mandiri	3.14	Good	
9	SMP Yapindo	4.0	Very good	

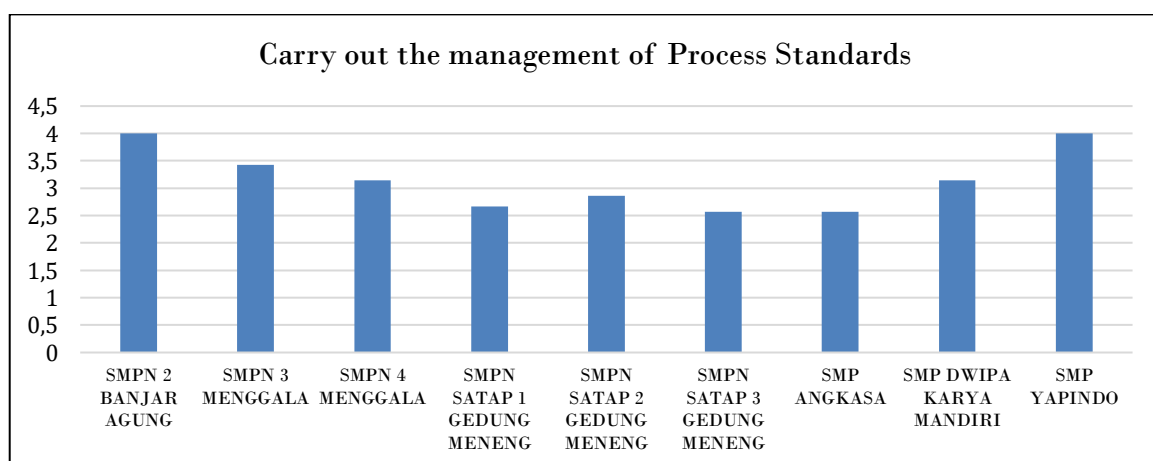


Figure 5. Performance in Implementing Process Standard Management

In the table and figure 5 above, it can be seen that the lowest principal performance in the aspect of implementing process standard management is SMPN Satap 3 Gedung Meneng, SMP Angkasa with a score of 2.57, followed by SMPN Satap 1 Gedung Meneng with a score of 2.67, SMPN 4 Menggala and SMP Dwipa Karya Mandiri with a score of 3.14, SMPN 3 Menggala with a score of 3.43 , this is because of the fourteen indicators assessed, on average the principal only completes 9 to 12 indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of implementing content standard management is very good with a maximum or perfect score.

f. Carry out the management of Assessment Standards

The assessment indicators are documents in the form of minimum completeness criteria (KKM), test/ exam question grids, test/ exam question manuscripts, answer keys, assessment rubrics/ scoring/ assessment guidelines, grade lists, analysis of test results/ assessment, question analysis, remedial/ enrichment, portfolio. In the component of implementing the management of school principal assessment standards in Tulang Bawang District, we can see in the table and figure below

Table 6. Performance in Implementing Management of Assessment Standards

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	3.6	Good	
4	SMPN SATAP 1 Gedung Meneng	2.4	Good	
5	SMPN SATAP 2 Gedung Meneng	2.8	Good	
6	SMPN SATAP 3 Gedung Meneng	2.0	Less	
7	SMP Angkasa	2.0	Less	
8	SMP Dwipa Karya Mandiri	3.2	Good	
9	SMP Yapindo	4.0	Very good	

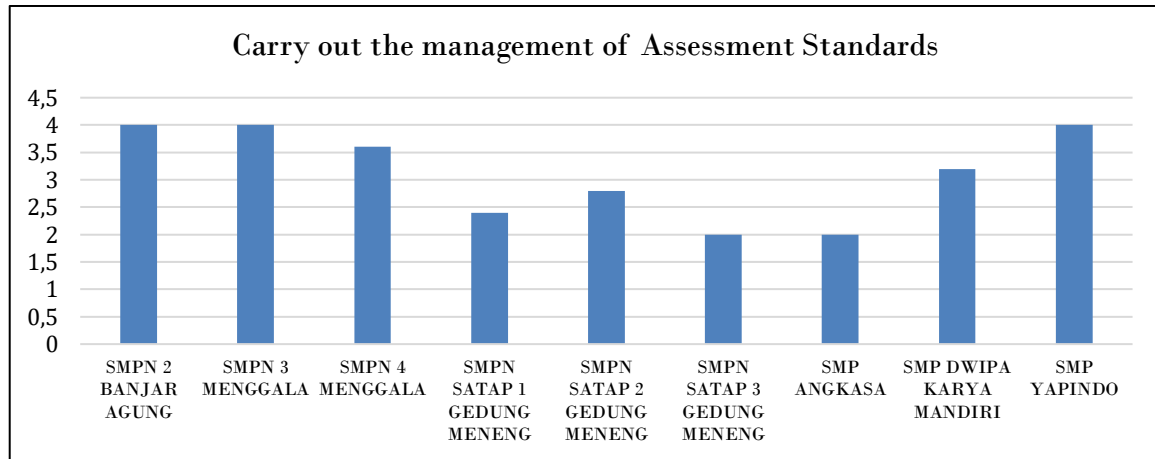


Figure 6. Performance in Implementing Management of Assessment Standards

In the table and figure 6 above, it can be seen that the lowest principal performance in the aspect of implementing assessment standard management is SMP Satap 3 Gedung Meneng and SMP Angkasa with a score of 2, followed by SMP Satap 1 Gedung Meneng with a score of 2.4, SMP Satap 2 Gedung Meneng with a score of 2.8, SMP Dwipa Karya Mandiri with a score of 3.2, SMPN 4 Menggala with a score of 3.6, this is because of the ten indicators assessed, the average principal only completes 5 to 9 indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of carrying out the management of assessment standards is very good with a maximum or perfect score.

g. Carry out the management of Educator and Education Personnel Standards

The assessment indicators are documents in the form of photocopies of the last diplomas of teachers / education staff / school administration personnel (TAS), photocopies of educator certificates, photocopies of teacher and final decrees / TAS, teacher performance assessment archives (teacher PK), teacher / education staff data, student data / student parent books, supervision documents (programs, instruments, results), school administration staff decrees (TAS), special service decrees (gardeners, security guard, etc.). In the component of implementing the standard management of Educators and Education Personnel, school principals in Tulang Bawang District can be seen in the table and figure below.

Table 7. Performance in Implementing the Management of Standards for Educators and Education Personnel

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	3.56	Very good	
2	SMPN 3 Menggala	2.67	Good	
3	SMPN 4 Menggala	2.67	Good	
4	SMPN SATAP 1 Gedung Meneng	2.22	Less	
5	SMPN SATAP 2 Gedung Meneng	2.22	Less	
6	SMPN SATAP 3 Gedung Meneng	2.22	Less	
7	SMP Angkasa	2.22	Less	
8	SMP Dwipa Karya Mandiri	2.67	Good	
9	SMP Yapindo	3.56	Very good	

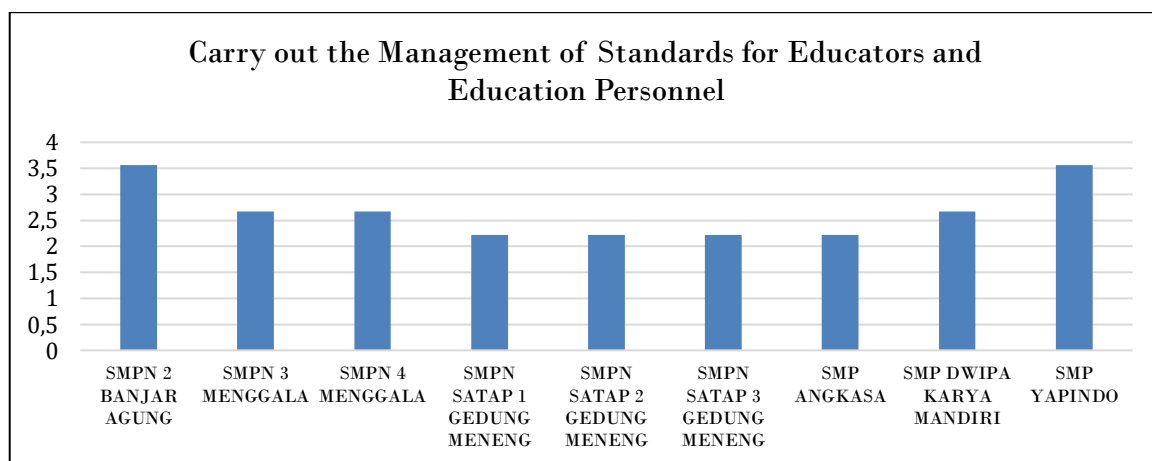


Figure 7. Performance in Implementing the Management of Standards for Educators and Education Personnel

In the table and figure 7 above, it can be seen that the lowest performance of school principals in the aspect of implementing the standard management of Educators and Education Personnel is SMPN Satap 1 Gedung Meneng, SMPN Satap 2 Gedung Meneng, SMPN Satap 3 Gedung Meneng, SMP Angkasa with the same score of 2.2. followed by SMPN 3 Menggala, SMPN 4 Menggala, SMP Dwipa Karya Mandiri the same score of 2.6. The biggest score was obtained by SMPN 2 Banjar Agung and SMP Yapindo with This score of 3.56 shows that none of the schools received a perfect score on the aspect of implementing the management of Educator and Education Personnel standards. This is because of the nine indicators assessed, on average, the principal only completes 5 to 8 indicators assessed.

h. Implementing Standard Management of Facilities and Infrastructure

The assessment indicators are documents/data on land and building area, facility maintenance programs, library/ laboratory usage schedules, library/ laboratory activity reports, minimum number of classrooms equal to the number of study groups, list of room furniture/ room inventory card (KIR). In the component of carrying out management, carrying out standard management of facilities and infrastructure in Tulang Bawang Regency, we can see in the table and figure below.

Table 8. Performance in Implementing Standard Management of Facilities and Infrastructure

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	3.33	Good	
3	SMPN 4 Menggala	2.67	Good	
4	SMPN SATAP 1 Gedung Meneng	2.67	Good	
5	SMPN SATAP 2 Gedung Meneng	2.67	Good	
6	SMPN SATAP 3 Gedung Meneng	2.67	Good	
7	SMP Angkasa	2.67	Good	
8	SMP Dwipa Karya Mandiri	3.33	Good	
9	SMP Yapindo	3.33	Good	

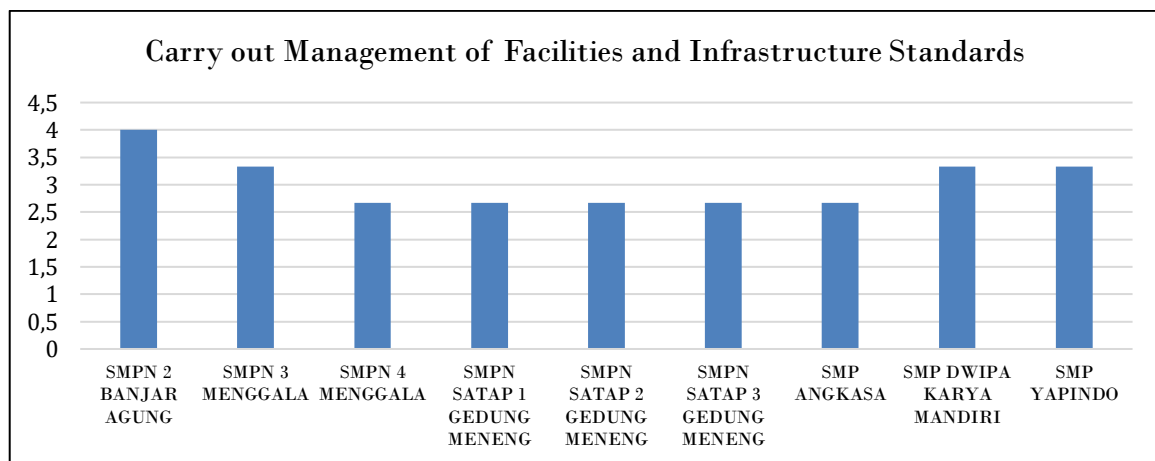


Figure 8. Performance in Implementing Standard Management of Facilities and Infrastructure

In the table and figure 8 above, it can be seen that the lowest principal performance in the aspect of implementing the standard management of facilities and infrastructure is SMPN 4 Menggala, SMPN Satap 1 Gedung Meneng, SMPN Satap 2 Gedung Meneng, SMPN Satap 3 Gedung Meneng, SMP Angkasa

has the same score of 2.67 followed by SMPN 3 Menggala, SMP Dwipa Karya Mandiri, SMP Yapindo with the same score of 3.33 is because of the six indicators assessed, the average principal only completes 4 to 5 indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of implementing the standard management of facilities and infrastructure is very good with a maximum or perfect score.

i. Implement Management of Management Standards

The assessment indicators are the curriculum at the education unit level (KTSP), school organizational structure, there is a job description of each element of the school organization, vision, mission and goals of the school, socialization documents Vision, Mission, School Goals to school residents, academic calendar/ educational calendar, Academic regulations, RKS/ RKJM, have financing management guidelines, activity reports according to the Work Plan, Decree Distribution of duties of teachers/ education staff, student/ teacher rules and/ or TAS, teacher code of ethics, New Student Admission (PPDB) documents, counseling service documents (*elementary schools are considered to exist), school achievement documents, alumni documents/data bases, Mo.U with related institutions/agencies, supervise reports, learning outcome reports, office/mail administration. In the components of implementing management standards in Tulang Bawang District, we can see in the table and figure below.

Table 9. Performance in Implementing Management Standards

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	2.86	Good	
4	SMPN SATAP 1 Gedung Meneng	2.86	Good	
5	SMPN SATAP 2 Gedung Meneng	2.86	Good	
6	SMPN SATAP 3 Gedung Meneng	2.86	Good	
7	SMP Angkasa	2.86	Good	
8	SMP Dwipa Karya Mandiri	4.0	Very good	
9	SMP Yapindo	4.0	Very good	

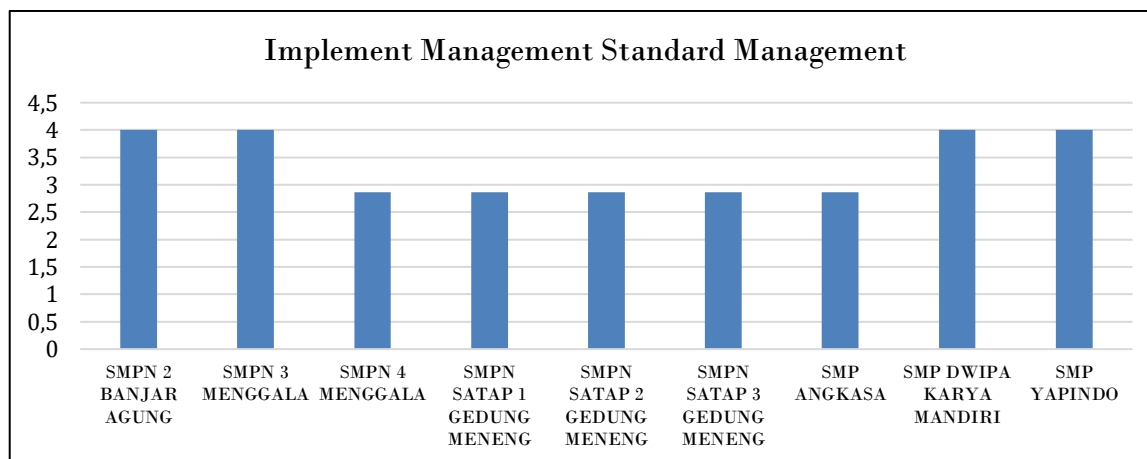


Figure 9. Performance in Implementing Management Standards

In the table and figure 9 above, it can be seen that the lowest principal performance in the aspect of implementing management standards is SMPN 4 Menggala, SMPN Satap 1 Gedung Meneng, SMPN Satap 2 Gedung Meneng, SMPN Satap 3 Gedung Meneng, SMP Angkasa has the same score of 2.86, this is because of the twenty-one indicators assessed, the average principal only completes 15 indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of implementing management standards is very good with a maximum or perfect score.

j. Implement Management of Financing Standards

The assessment indicators are RKAS/RAPBS documents, have financing management guidelines, general cash books, auxiliary cash books, tax assistant books / tax deposit books, bank assistant books / bank books. In the components of implementing the management of financing standards in Tulang Bawang District, we can see in the table and figure below.

Table 10. Performance in Implementing Financing Standard Management

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	4.0	Very good	
4	SMPN SATAP 1 Gedung Meneng	4.0	Very good	
5	SMPN SATAP 2 Gedung Meneng	4.0	Very good	
6	SMPN SATAP 3 Gedung Meneng	4.0	Very good	
7	SMP Angkasa	4.0	Very good	
8	SMP Dwipa Karya Mandiri	4.0	Very good	
9	SMP Yapindo	4.0	Very good	

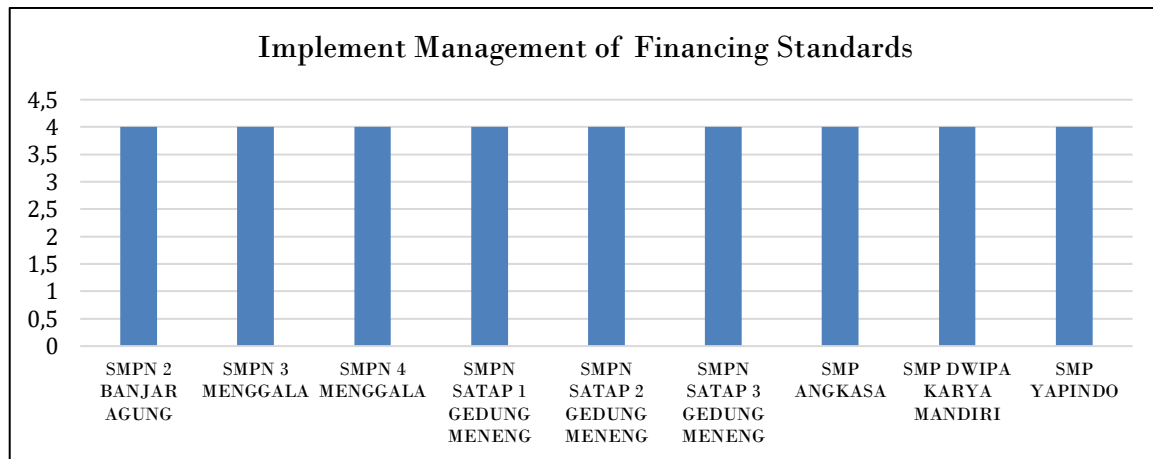


Figure 10. Performance in Implementing Financing Standard Management

In the table and figure 10 above, it can be seen that the performance of the principal in the aspect of implementing the management of financing standards for all schools is very good with a maximum or perfect score of 4.0. ini showing that in this aspect all achievement indicators can be completed by the principal.

k. Carry out Supervision and Evaluation

The assessment indicators are the availability of TAS supervisory report documents (SD is considered to exist*), BK supervision report (SD is considered to exist*), UKS surveillance report, laboratory supervision report, library supervision report. In the components of carrying out supervision and evaluation in Tulang Bawang District, we can see in the table and figure below.

Table 11. Performance in Carrying Out Supervision and Evaluation

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	3.2	Good	
4	SMPN SATAP 1 Gedung Meneng	3.2	Good	
5	SMPN SATAP 2 Gedung Meneng	2.86	Good	
6	SMPN SATAP 3 Gedung Meneng	2.4	Less	
7	SMP Angkasa	2.4	Less	
8	SMP Dwipa Karya Mandiri	3.2	Good	
9	SMP Yapindo	4.0	Very good	

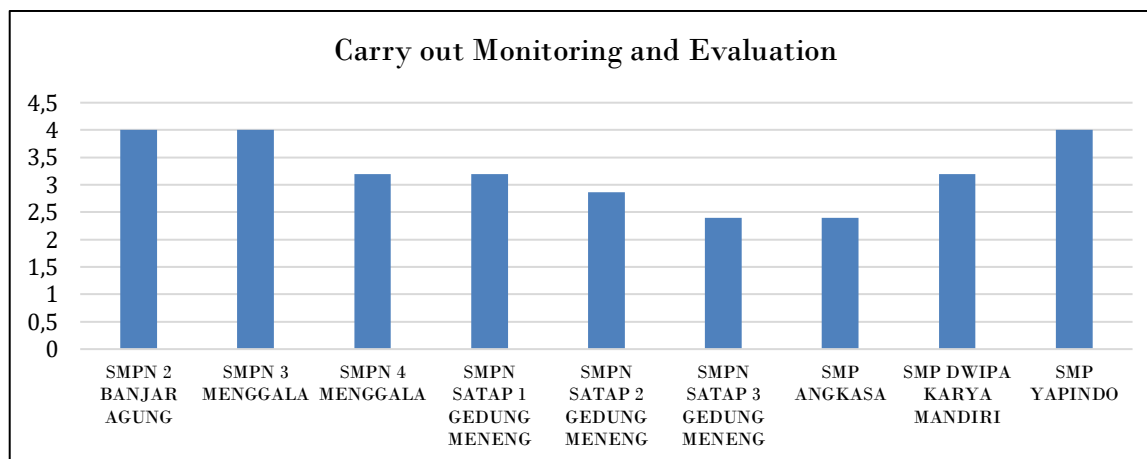


Figure 11. Performance in Carrying Out Supervision and Evaluation

In the table and figure 11 above, it can be seen that the lowest principal performance in the aspect of carrying out supervision and evaluation is SMP Satap 3 Gedung Meneng, SMP Angkasa with a score of 2.4. followed by SMPN 4 Menggala, SMPN Satap 1 Gedung Meneng, SMP Dwipa Karya Mandiri with a score of 3.2, this is because of the five indicators assessed, the average principal only completes 3 to 4 indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of carrying out supervision and evaluation is very good with a maximum or perfect score.

1. Implementing School Leadership

The assessment indicators are the availability of hygiene program documents, school greening programs, quality culture programs, healthy canteen programs/ other innovations. In the components of implementing school leadership in Tulang Bawang District, we can see in the table and figure below.

Table 12. Performance in Aspects of Implementing School Leadership

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	3.0	Good	
4	SMPN SATAP 1 Gedung Meneng	3.0	Good	
5	SMPN SATAP 2 Gedung Meneng	3.0	Good	
6	SMPN SATAP 3 Gedung Meneng	3.0	Good	
7	SMP Angkasa	3.0	Good	
8	SMP Dwipa Karya Mandiri	3.0	Good	
9	SMP Yapindo	4.0	Very good	

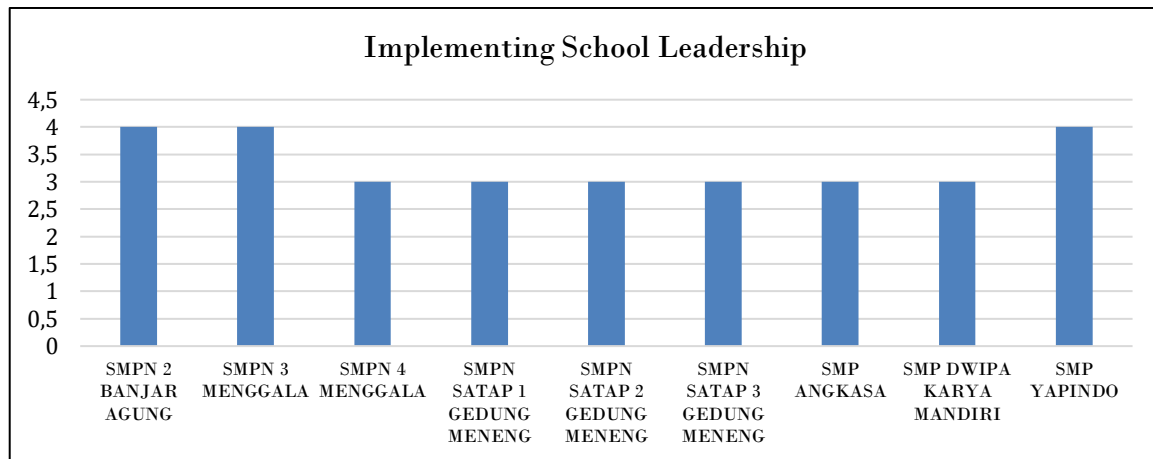


Figure 12. Performance in Aspects of Implementing School Leadership

In the table and figure 12 above, it can be seen that the lowest principal performance in the aspect of implementing school leadership is SMPN 4 Menggala, SMPN Satap 1 Gedung Meneng, SMPN Satap 2 Gedung Meneng, SMPN Satap 3 Gedung Meneng, SMP Angkasa, SMP Dwipa Karya Mandiri with a score of 3, This is because of the four indicators assessed, on average, the principal only completes the 3 indicators assessed. Furthermore, for other schools, the principal's performance in the aspect of carrying out supervision and evaluation is very good with a maximum or perfect score.

m. Managing School Management Information System (MIS)

The assessment indicators are the availability of photo documents of SIM activities, having school wifi, hardware networks and software. In the component of managing the school management information system (SIM) in Tulang Bawang Regency, we can see in the table and figure below.

Table 13. Performance in Managing School Management Information Systems (MIS)

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	4.0	Very good	
2	SMPN 3 Menggala	4.0	Very good	
3	SMPN 4 Menggala	4.0	Very good	
4	SMPN SATAP 1 Gedung Meneng	4.0	Very good	
5	SMPN SATAP 2 Gedung Meneng	4.0	Very good	
6	SMPN SATAP 3 Gedung Meneng	4.0	Very good	
7	SMP Angkasa	4.0	Very good	
8	SMP Dwipa Karya Mandiri	4.0	Very good	
9	SMP Yapindo	4.0	Very good	

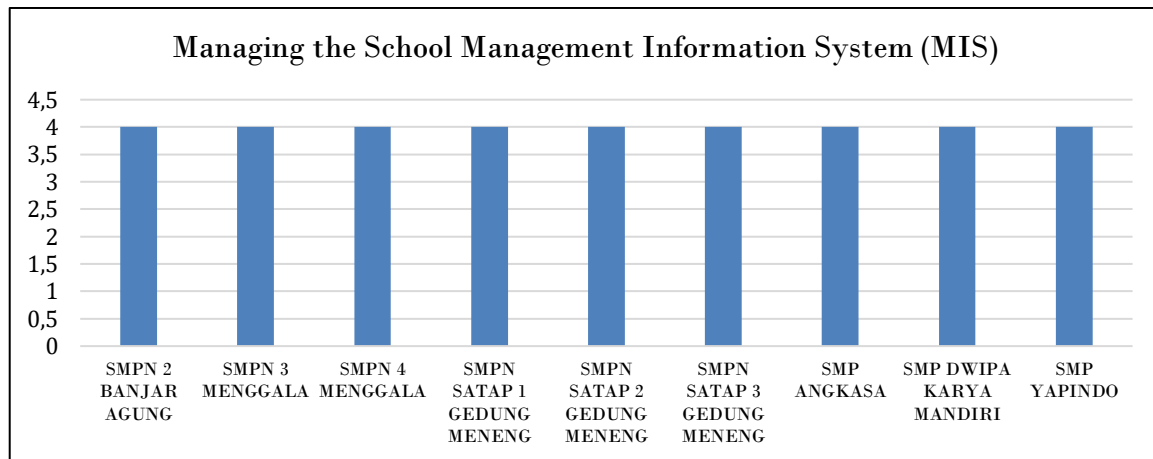


Figure 13. Performance in Managing School Management Information Systems (MIS)

In the table and figure 13 above, it can be seen that the principal's performance in the aspect of managing the school management information system of all schools is very good with a maximum or perfect score of 4.0. This shows that in this aspect all achievement indicators can be completed by the principal.

Discussion

Based on the results in tables and figures 1-13 above, we pour the results of the average performance of school principals on managerial competence in simple tables and figures as follows.

Table 14. Performance of Managerial Competencies of Junior High School

Principals in Tulang Bawang District in 2022

No.	Head of Work Unit	Value	Criterion	Information
1	SMPN 2 Banjar Agung	3.86	Excellent	
2	SMPN 3 Menggala	3.8	Excellent	
3	SMPN 4 Menggala	3.14	Good	
4	SMPN SATAP 1 Gedung Meneng	2.87	Good enough	
5	SMPN SATAP 2 Gedung Meneng	3.26	Good	
6	SMPN SATAP 3 Gedung Meneng	2.65	Good enough	
7	SMP Angkasa	3.03	Good	
8	SMP Dwipa Karya Mandiri	3.23	Good	
9	SMP Yapindo	3.89	Good	
Average		3.30	Good	

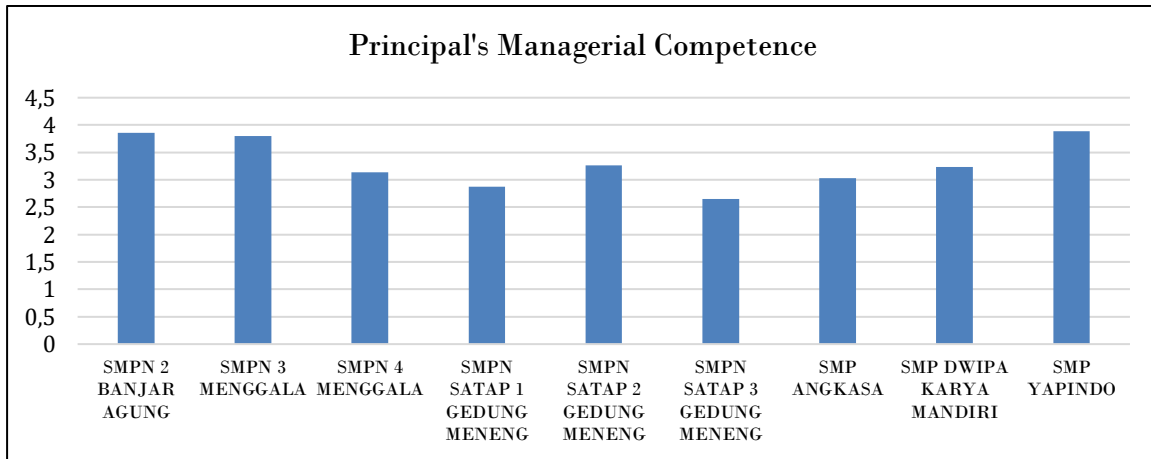


Figure 14. Performance of Managerial Competencies of Junior High School Principals in Tulang Bawang District in 2022

In the table and figure 14 above, it can be seen that the highest managerial competence of the principals of SMP Se-Kabupaten Tulang Bawang is SMP Yapindo with a score of 3.89 followed by SMPN 2 Banjar Agung with a score of 3.86, SMPN 3 Menggala with a score of 3.8, SMPN Satap 2 Gedung Meneng with a score of 3.26 , SMP Dwipa Karya Mandiri with a score of 3.23, SMP 4 Menggala with a score of 3.14, SMP Angkasa with a score of 3.03, SMPN Satap 1 Gedung Meneng with a score of 2.87, and the lowest obtained by SMPN Satap 3 Gedung Meneng . The average performance of the principal on managerial competence is 3.30, this means that the principal's performance is classified as Good.

The principal's managerial performance is a benchmark for holistic school development. School principals should continue to cultivate their managerial skills in order to create quality schools that can be competitive both locally and nationally. The principal of a junior high school in Tulang Bawang District from the results of the research was obtained to have good managerial competence. Of course, this is an achievement that must continue to be developed by all principals. The demand for managerial competence is not a demand that is only contained in the law, but it is an obligation attached to every school principal.

The assessment conducted annually by the school superintendent is a portrait of the managerial ability of the principal in Tulang Bawang District. As already explained above. In general, the managerial competence of school principals is quite good, but there are still principals who must continue to improve their abilities for the advancement of education in Tulang Bawang District.



CONCLUSION

The managerial competence of junior high school principals in Tulang Bawang sub-district is on average good, but if we look at the fact that there are still many school principals who have managerial competence below average or are categorized quite well. This is certainly caused by the principal's unpreparedness in preparing documents that become assessment indicators. The principal should be able to prepare the required documents, of course, with high desire and motivation and collaboration between teachers to build a school with excellent management.

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