



## DEVELOPING MODEL OF SCHOOL PRINCIPALS' PERFORMANCE ASSESSMENT MANAGEMENT OF JUNIOR HIGH SCHOOL BASED ON COMPETENCE IN SURAKARTA

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### Abstract

The implementation of school principals' performance assessment of Junior High Schools (SMP) in Surakarta has not been managed in accordance with the management functions of performance assessment, namely: the function of planning, organizing, implementing and monitoring. The statements of the problem in this study are: 1. what kind of management of principals' performance assessment (MPKKS) in Surakarta that has been implemented in Surakarta? 2. how is the model design of MPKKS based on competence in Surakarta? 3. How is the MPKKS final model based on competency in Surakarta. This study employed research and development (R&D) approach. The preliminary study used qualitative and quantitative research to describe the MPKKS factually. The steps of development are conducted by initially designing the conceptual model which has passed through expert validation by conducting focus group discussions and resulting in the conceptual model. The model is then tested by experts through limited assessment to produce a model of development. This model is assessed for their effectiveness by practitioners to produce the final model. In conclusion, the development of competency-based model of MPKKS is effectively used in performance assessment to improve principals' competence of junior high school in Surakarta. Recommendation: the parties which concern on the performance assessment need to use MPKKS development, because it has been tested and proven to be very effective to improve the principals' performance based on their competence.

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## INTRODUCTION

The implementation of school principals' performance assessment of Junior High Schools (SMP) in Surakarta has not been in accordance with the management functions: planning, organizing, implementing, and monitoring. The background of policy on school principals' performance assessment is to develop the performance of school principals based on their competence and effort to improve the quality of education in schools. Therefore, every principal as a leader of an educational unit must meet or surpass the measurable standards of principals' competencies through the implementation of principals' performance as compared to the standard of the required competence.

Conceptually, the objective of the school principals' performance assessment are: (1) obtaining the data on the implementation of the main tasks, functions and responsibilities of principals in leading the school, (2) obtaining the data on the duties and responsibilities results of the principals, (3) determining the quality of principals' performance, (4) determining the professional capacity building programs to improve the educational quality of principals in schools, (5) determining the feedback in improving and developing students both for their personal and academic achievement for the sake of students' future career and professional progress (Directorate Tendik, 2008: 7-8).

In fact, the implementation of performance assessment is currently facing several problems, among others, (1) the management of school principals' performance assessment have not optimally described the integrative management functions, (2) the results of performance evaluation have not significantly shown the objective conditions on the possession or ownership of principals' competence, (3) the results of school principals' performance assessment have not been able to provide any recommendation on the quality of education in schools.

In general, the intention of management is as a process of planning, organizing,

implementing, and monitoring of resources in order to achieve the targeted objectives (Terry: 2003: 11). Education management of education is the application of management science. Education management is the whole implementation process of cooperative efforts from two or more people and or collective effort to utilize all resources (personal and material) effectively, efficiently, and rationally to support the achievement of educational goals (Wisdom, 2009: 21). The management of school principals' performance assessment based on competence is a series of business planning activities of cooperation between people in order to achieve organizational goals by implementing the functions of planning, organizing, implementing, and monitoring. The activities include collecting, processing, analyzing and interpreting the data about the work quality in performing basic tasks and responsibilities of principals that are based on the standard criteria of principals, namely mastery of competencies: personality, managerial, entrepreneurial, and social supervision. The indicators of principals' competences are the parameter of successful performance of school principals required by Ministry of Education regulation (Permendiknas) No. 13 Year 2007. The management of school principals' performance assessment based on competence has several characteristics, among others: (1) based on five criteria of principals' competence, (2) the results of performance are based on facts/evidence, (3) is participatory from school personnel (Senggono, 2004: 4).

Saud (2009: 45-46) states that a competent school principal has several characteristics such as: (1) Being able to perform a specific job rationally. It means that a school principal should have a clear visions and missions; (2) Mastering the knowledge (theories, concepts, principles and rules, hypotheses and generalization of data information); (3) Mastering the skills (strategies, methods, procedures, mechanisms, infrastructures, and instruments) on how and what should he/she does in performing his/her duties; (4) Understanding the standard requirements (basic

standard) with the normative eligibility provisions, tolerable process condition, and acceptable criteria of success of what she/he performs; (5) Having special motivation and aspiration in performing job tasks to achieve the best possible results; (6) Having the authority and control over his/her instruments of competence which can be demonstrated and measured, so as to obtain the recognition from the authorities figures (Saud, 2009: 45-46).

Based on the research conducted by Toler (2006), school principals' performance assessment needs to be done by using a specific procedure (management) which aims to direct the performance of principals to be an effective principals and schools. The performance assessment is necessary in order to repair and develop the educational quality in schools they lead. Another study conducted by Manisha (2007) explains that performance assessment which is conducted as a process to assess the performance of employees needs to be done by undergoing a set of process and procedure which implement the management functions. Management practice is an action which is performed to achieve the institutional objectives which has a positive effect on the performance of employees in a institution/organization. The results of research conducted by Mayer and Davis (1999) explain that the perception toward ability (the ownership of several skills, characters and competences) of principal or leader has an influence on the performance of their subordinates. The important role of principals' performance assessment can be seen from the level of ability of leadership performance; the results affect the implementation of performance in order to promote the performance of the institution/organization. This condition is the requirement which can build a positive perception on a leader.

Based on the problems on the principals' performance assessment management that has been implemented, so in order to achieve the effective principals' performance assessment which is in accordance with the purpose and benefits of performance assessment, there is a

necessity to develop a model of performance assessment that can address these issues.

The purpose of this research to develop a management model of principals' performance assessments starting with describing and analyzing the factual models, developing it into a conceptual model and validating it into the final model that can develop the principals' performance assessment management based on competence, which describes the results of the performance as a whole, and can be used as a reference in principals' performance training after the performance assessment.

## RESEARCH METHOD

This study used research and development (R & D) approach which was employed to produce a particular product and to test the effectiveness of the product (Sugiyono: 2009: 407). The steps in the research and development (R & D) stated by the Borg and Gall (2007: 784-785), namely: (1) researching and collecting information, (2) planning, (3) developing a preliminary form of the product, (4) conducting preliminary field, (5) carrying out main product revision, (6) conducting field testing, (7) carrying out operational product revision, (8) conducting the operational field testing, (9) conducting the final product revision, and (10) conducting dissemination and implementation.

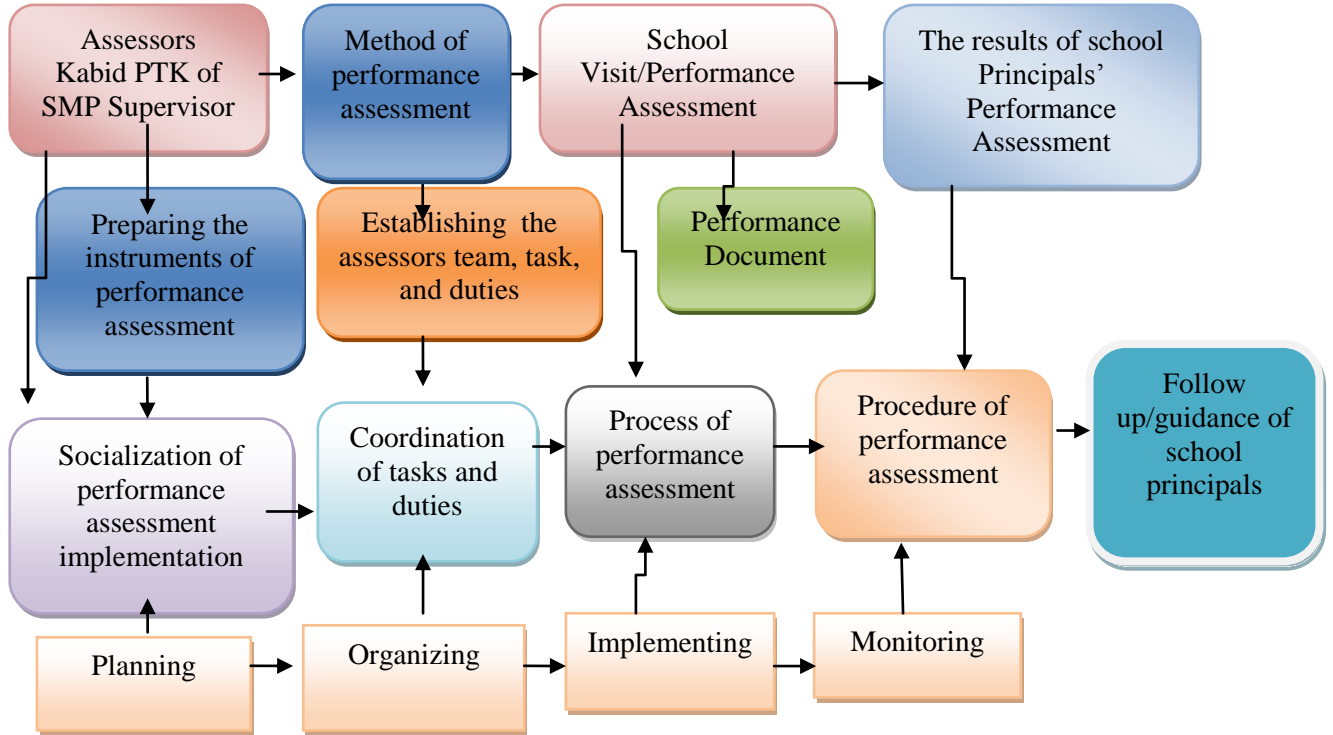
According to Samsudi (2009:92), the above ten steps can be summarized into three steps namely: (1) the stage of preliminary study, (2) the stage of development, (3) the stage of evaluation. These steps became the reference in conducting this research.

## RESULT

The school principals' performance assessment is based on the implementation of main tasks and functions of school principals which are based on their competence. The management of performance assessment is based on their management functions namely: planning, organizing, implementing and monitoring. The assessment criteria use the five

principals' standards. The management model of school principals' performance assessment based on the development of factual management model of principals' performance assessment management.

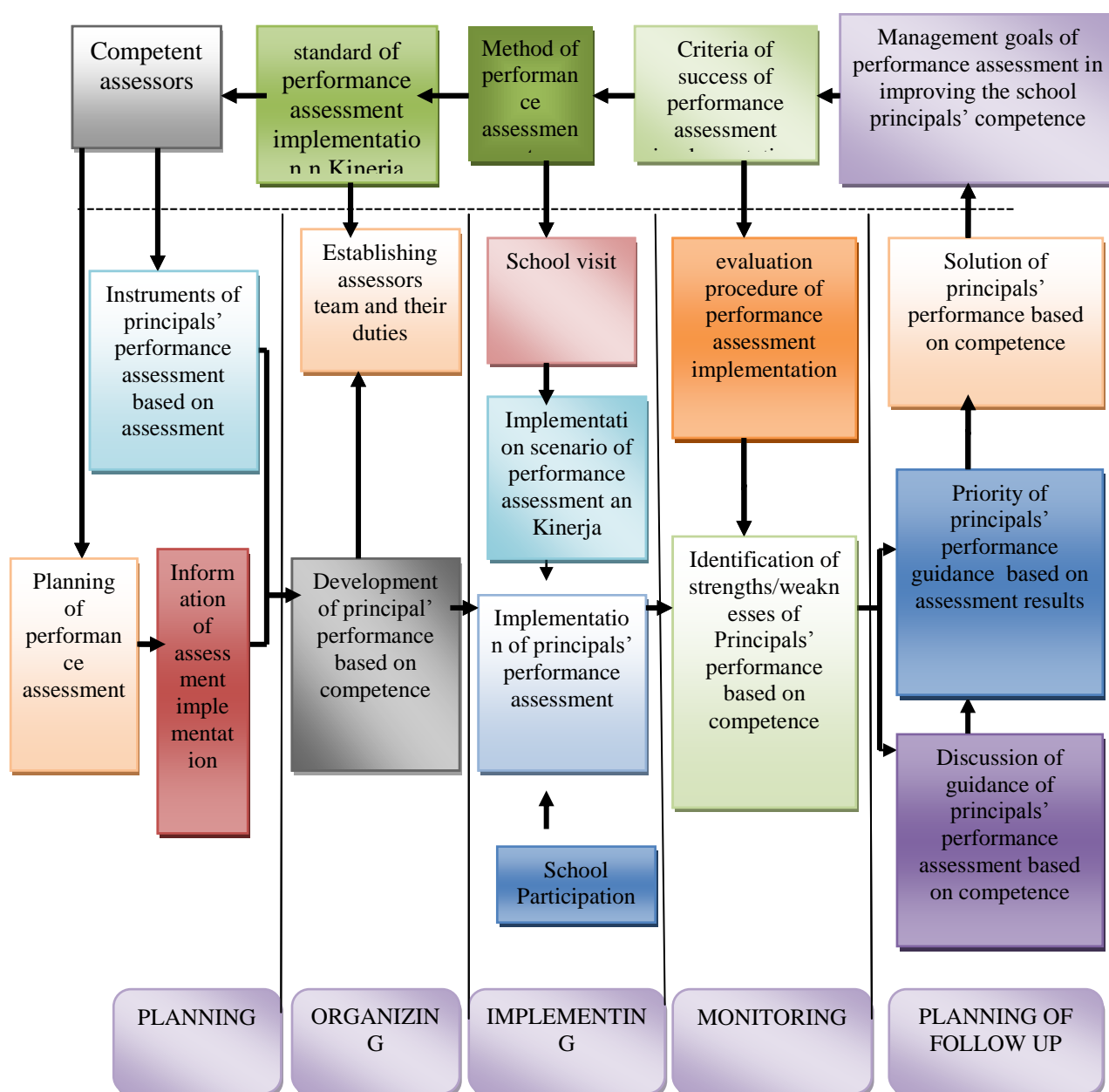
Here is the picture of factual management model of school principals' assessment performance:



**Figure 1.** Factual Model of School Principals' Performance Assessment Management

Based on the implementation of factual performance assessment, then the model of management of SMP principals' performance

assessment based on conceptual competence is arranged.



**Figure 2.** Conceptual Model Design of School Principals' Performance assessment Management Based on Competence

This design validation is performed to rationally assess whether the conceptual product is more effective than the previous one or not. Being rational means the assessment is based on the rational thought and not the fact on the field. (Sugiyono, 2009: 414).

The validation product is conducted by presenting some experts who are experienced to assess the newly designed product. Before

starting the discussion, the researcher presents the research process until the designed model is found along with its strengths. Each expert is asked to assess the design to know the weaknesses and strengths. Validation of the design is done in a discussion forum in order to obtain the detailed information on the criticism, suggestions, and input as the material to make revision and design for the next step. The results

of expert validation which is in the form of input, suggestions and criticism then are used to design the hypothetical model of competence-based of school principals' performance assessment management as shown in Figure 3.

Based on the expert validation on the hypothetical model of competence-based of

school principals' performance assessment, the criticism, suggestions, and inputs are used as the material to revise and create the final product. The final product of school principals' performance assessment of SMP in Surakarta can be seen in figure 4.

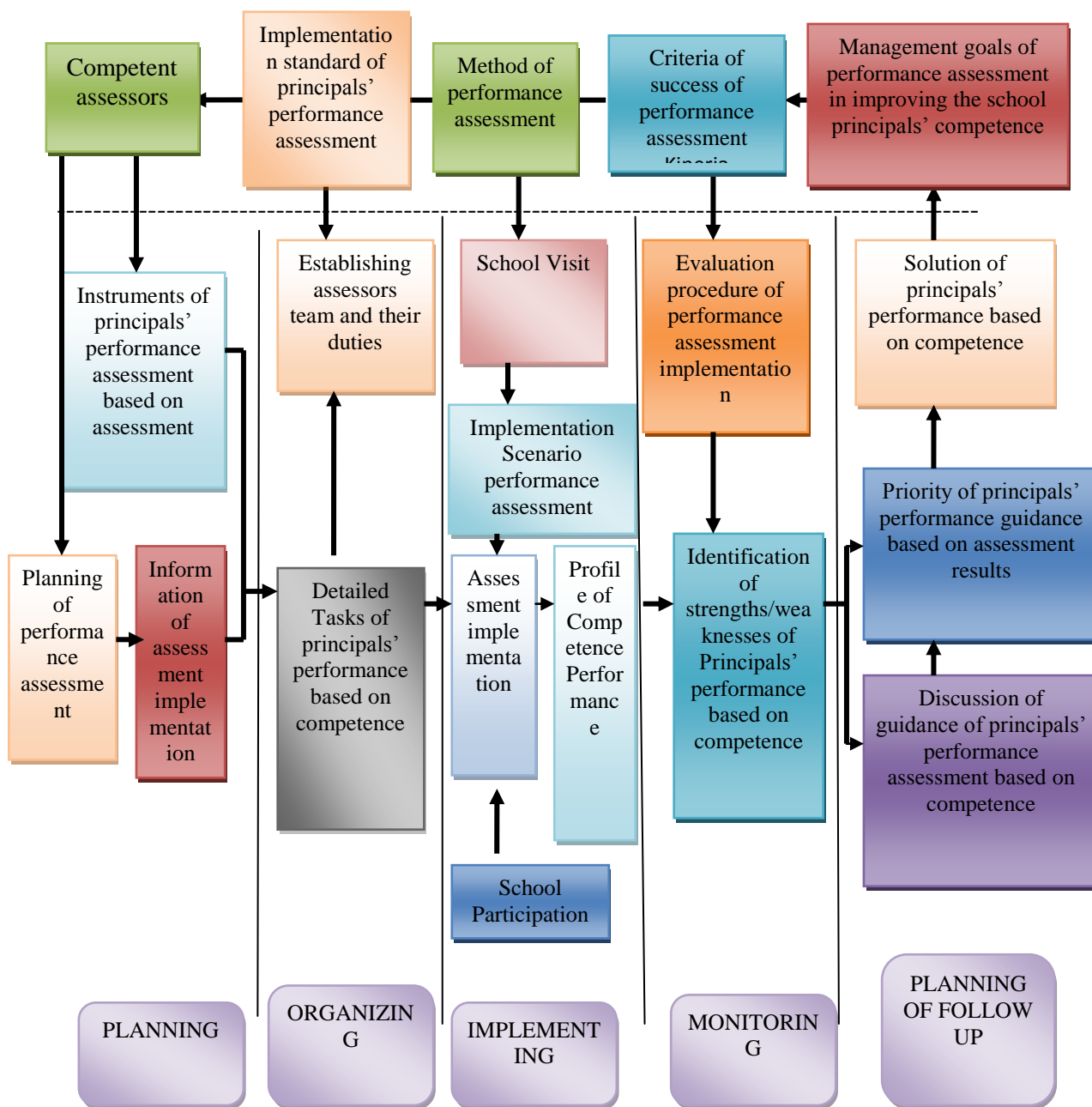


Figure 3. Hipotetical Model of MPKKS Based on Competence

**CONCLUSIONS**

This research concludes that the development of competence-based performance

assessment of school principals can improve the effectiveness of management of school principals' performance assessment as an effort

to improve the competence of SMP principals in Surakarta.

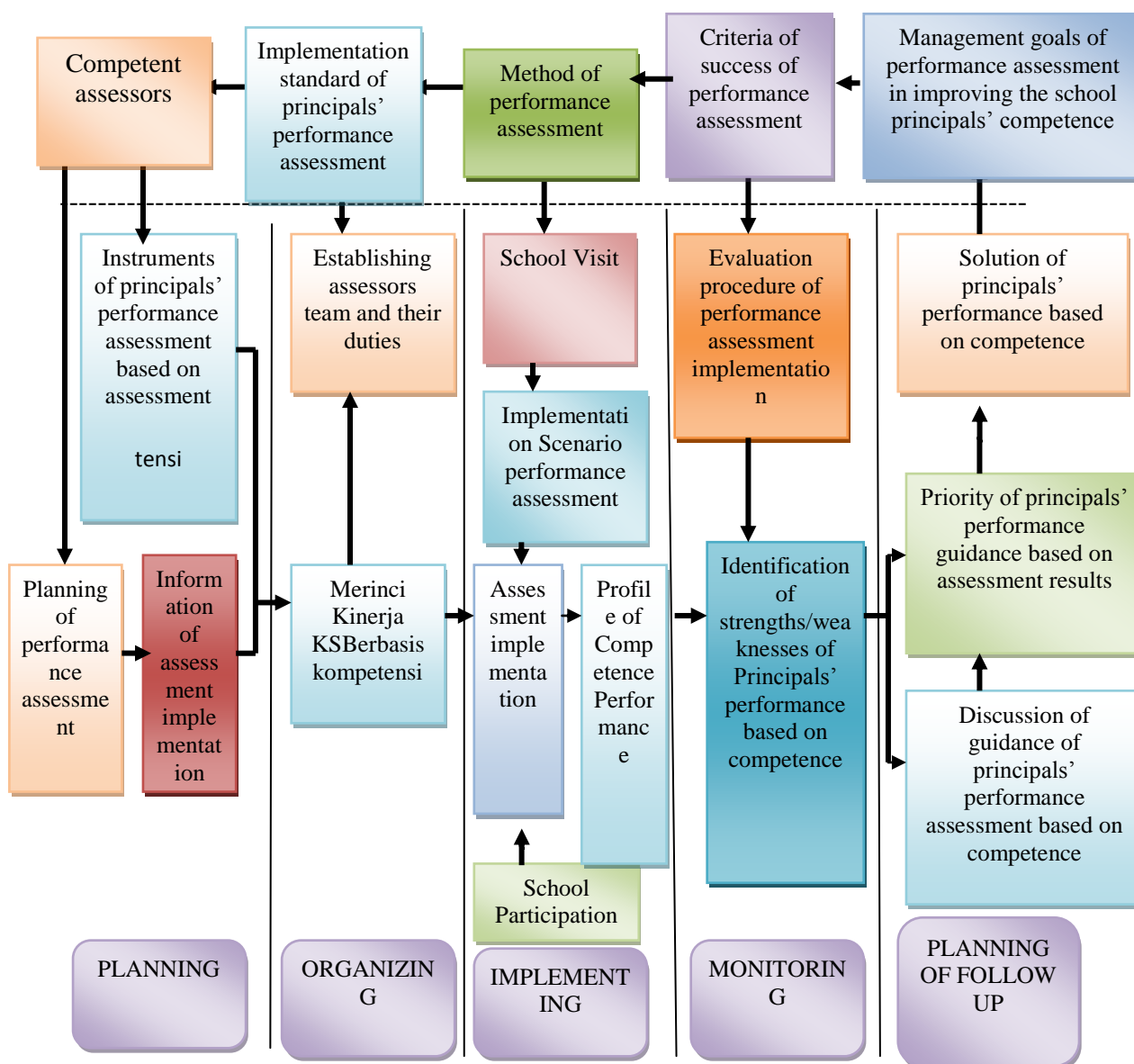


Figure 4. Final Model of Competence-Based MPKKS

The team of school principals' performance assessment of junior high school in Surakarta suggests the related parties to adopt the model of competence-based principals' performance assessment management. Researchers in the field of education management are recommended to develop a model of performance assessment management applying different patterns as an effort to improve the competence of school principals.

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