

# PRINCIPAL PLANNING MANAGEMENT IN INCREASING TEACHER WORK PRODUCTIVITY

## **Muhammad Syahripin**

Karya Bersama Village Private Junior High School. Halimbe District. Awk Natas Kab. North Labuhanbatu

Email: [Syahripin172@gmail.com](mailto:Syahripin172@gmail.com)

## **Candra Wijaya**

Postgraduate State Islamic University of North Sumatra

Email: [candrawijaya@uinsu.ac.id](mailto:candrawijaya@uinsu.ac.id)

## **Syamsu Nahar**

Postgraduate State Islamic University of North Sumatra

Email: [syamsunahar@uinsu.ac.id](mailto:syamsunahar@uinsu.ac.id)

*Abstract: Effective educational leadership provides the basis and places goals in an important position to change norms in learning programs. This study aims to describe the planning management of school principals in increasing teacher work productivity at the Karya Bersama Halimbe Junior High School, Aek Natas District, North Labuhanbatu Regency, using a qualitative research approach. Research data collection obtained by triangulation techniques through observation, interviews and documentation study. The results of this study reveal three findings, namely: 1. Programs planned and implemented by the principal at Karya Bersama Private Junior High School in improving teacher creativity are carried out in the form of meetings / meetings or deliberations with other personnel teachers to determine plans to achieve the stated goals. Then, the principal has conducted training, lesson study and participated in competitions from the district level. 2. The principal in terms of improving discipline has planned further activities to increase discipline for every month, semester or year. The existence of a meeting / meeting attended by all teachers at Karya Bersama Private Junior High School as a means of exchanging ideas between the principal and the teacher. Carry out the program that has been determined by giving awards to teachers who deserve it. 3. The planning process carried out by the principal is when holding a meeting with the principal and the teacher to compile a schedule of planning activities that have been determined until the evaluation stage carried out by the principal in developing teacher work productivity at*

*Karya Bersama Private Junior High School. By evaluating the principal, he can see the extent of the progress experienced by teachers who have attended training and so on.*

*Keywords: Planning Management, Work Productivity*

## INTRODUCTION

The school is an educational institution that serves as an agent of change, tasked with building students to be able to solve national (internal) problems and calm international (external) competition. Effective educational leadership provides the foundation and puts goals in an important position to change norms in learning programs, increase productivity, and develop creative approaches to achieve maximum results and programs of educational institutions.<sup>1</sup>

The managerial ability of the principal based on Minister of National Education Regulations Number 13 of 2007 concerning principal standards includes personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies. Managerial ability is important in efforts to achieve the goals of organization carried out by empowering various organizational resources through the process of influencing.

Managerial competencies include: drawing up school planning for the level of implementation; develop the organization of the school according to needs; leading the school in order to optimally utilize school resources; managing the change and development of schools towards selective learning organizations; creating a conducive and innovative school culture and climate for learners; managing teachers and staff in order to optimally utilize human resources; managing school infrastructure in order to improve teacher professionalism by using academic supervision and supervision techniques for teachers in order to improve teacher professionalism.

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<sup>1</sup> Hiyasintus Ile Wulogening and Agus Timan, "Implementasi Total Quality Management (TQM) Dalam Sistem Manajemen Perencanaan Kepala Sekolah," *Jurnal Akuntabilitas Manajemen Pendidikan*, 2020, <https://doi.org/10.21831/jamp.v8i2.31282>.

Teachers are adults who are consciously responsible in educating, teaching, guiding and training learners. People called teachers are people who have the ability to design learning programs and are able to organize or manage classes so that students can learn and can eventually reach the level of maturity as the ultimate goal of the educational process. Teachers are also required to have four competencies, namely: pedagogical competence, professional competence, personality competencies and social competencies (Law Number 14 of 2015 concerning Teachers and Lecturers).<sup>2</sup>

However, the reality in the field is based on the observations of researchers when conducting field practice implementation (PPL II) and field practice implementation (PPL III) regarding the general state of teachers. That the teacher's teaching skills are still low, the lack of discipline of the teacher's time and work, the lack of enterprising teaching teachers, teachers who do not use media and methods when learning.

The above statement is supported by, Planning the principal to improve the ability of teachers through fostering teacher abilities in the learning process, improving teacher discipline, increasing teacher motivation, increasing teacher commitment. The success of education in school is largely determined by the role of the principal in managing and empowering all school residents including teachers and other education personnel.<sup>3</sup>

Thus that the principal plays an important role in the excitement of improving the productivity of the teacher's work. Through their managerial abilities, the principal can understand what planning the principal will do in carrying out activities to increase teacher work productivity.

## RESEARCH METHODS

In this research conducted using a qualitative approach. The research method used in this research is the case study method. <sup>4</sup>*Case study* is a

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<sup>2</sup> Supadi, "Kinerja Guru," *IJRM*, 2019.

<sup>3</sup> Elsinora Mahanangingtyas, Ariantjie Lesnussa, and Hasan Nussy, "PERAN MANAJEMEN KEPEMIMPINAN KEPALA SEKOLAH TERHADAP KEPUASAN KERJA GURU DI SD INPRES 19 AMBON," *PEDAGOGIKA: Jurnal Pedagogika Dan Dinamika Pendidikan*, 2021, <https://doi.org/10.30598/pedagogikavol9issue1page11-26>.

<sup>4</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Edisi Revisi)," *PT. Remaja Rosda Karya*, 2019, <https://doi.org/10.1016/j.carbpol.2013.02.055>.

study conducted in incentives, detail and in depth on a particular organization, institution or symptom.<sup>5</sup>

This research was conducted to understand and provide an overview of the content of the data in the management of principal planning in increasing the work productivity of teachers at Karya Bersama Halimbe Private Junior High School, Aek Natas District, North Labuhanbatu Regency.

The subjects in this study are those who have a relationship in improving the professionalism of teachers, so the subjects of this study are the principal, deputy principal, teachers and education staff who are in The Private Junior High School of Karya Bersama Halimbe District Aek Natas North Labuhanbatu Regency.

The informants in this study were the principal, deputy principal, and teacher. There are several data sources that can be used in research based on data sources, namely: (1) Primary data sources, namely sources received directly in writing, namely the principal, deputy principal, and teachers at Karya Bersama Halimbe Private Junior High School, Aek Natas District, North Labuhanbatu Regency, (2) Secondary data sources, namely supporting or complementary data sources that are collected directly from the administration (TU), namely about documents about programs, school profiles, educational calendars, data on education personnel including teachers in private junior high schools Karya Bersama Halimbe District Aek Natas North Labuhanbatu Regency, as well as reference books in education planning.

#### **a. Observation**

In this observation, the researcher made participatory observations. Researchers are involved in the activities carried out by data sources. With the observation of these participants, the data obtained is more complete, sharp and up to know at the level of meaning of each behavior that appears. The instruments used for observation are cameras and stationery.

#### **b. Interview**

This type of interview with semistructured interviews, researchers prepare the main questions and will be developed again new questions from the answers of the imformants in the

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<sup>5</sup> Hans-Gerd Ridder, "Yin , Robert K: Case Study Research. Design and Methods," *Zeitschrift Für Personalforschung*, 2012.

field. The interview is conducted by asking a number of questions first arranged in such a way. Instruments used in interviews are *recorders*, cameras (HP), stationery, and interview question sheets (attached).

**c. Documentation**

Instruments used in the documentation are cameras (HP), blank sheets (attached). Miller and Huberman in Yin suggest that activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis are as follows: data reduction, data presentation and conclusion drawing. To establish the validity of the data required examination techniques, implementation. The implementation of examination techniques is based on a certain number of criteria. There are four criteria used, namely the degree of trust (*credibility*), clarity (*transferability*), dependability (*dependability*), and certainty).

## RESULTS AND DISCUSSIONS

### A. Principal Program To Increase Teacher Work Creativity

The program planned by the principal at Karya Bersama Private Junior High School in its planning the principal has made training, competition and science programs regularly and systematically. To carry out the training program in the school, the principal and teachers consult to determine the speakers who will be invited. If these activities are carried out in schools, funds are issued part of the school's cash and some collected from individual teachers.

The principal, the representative and all teachers have the responsibility as educators. Therefore, an educator also needs training to add and develop science. With the hope that teachers become creative, skilled, experienced, work disciplined, responsible and professional. The program has been implemented as a driver in teachers in order to be able to increase the productivity of teacher work in Private Junior High School Karya Bersama.

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<sup>6</sup> Ruiyu Yin, "Case Study," in *Theory and Methods of Metallurgical Process Integration*, 2016, <https://doi.org/10.1016/b978-0-12-809568-3.00016-4>.

The creativity of teachers can be seen from the demonstration of work in the field of duty and various efforts to improve and enrich academic quality through various formal or informal activities organized by institutions or personal businesses. The form of productivity here can be a good service by showing its performance.<sup>7</sup>

Planning is also explained Muklis, planning is the basic process by which management decides on goals and how to achieve them. Planning is the selection of a set of activities and the subsequent termination of what to do, when, how, and by whom.<sup>8</sup>

Seeing from the theory expressed above with the program in the form of activities can increase teacher work both in the form of knowledge and creativity and is responsible for carrying out their duties as educators. If the teacher is qualified then it is likely to issue qualified students as well. This proves that with the programs implemented in educational institutions, it is certainly very helpful for teachers in overcoming their difficulties and shortcomings as educators. This is in line with the results of research that the principal has done.

Without planning, the implementation of an upper activity has difficulties and may even fail. Therefore, program planning is one of the efforts to increase the work productivity of teachers.

In an effort to increase the creativity of one's work, there are many factors that affect it where factors with each other support each other. Therefore, the leader in this case the principal must make efforts to increase the creativity of the teachers, while what is done by the principal at SMP Swasta Karya is as follows.

a. Provision of Development and Development

In *service training* program carried out through management, training, coaching, development and others where teachers must solidify their ability to perform their duties in accordance with the profession. Providing training to teachers in the form of refreshment, so that teachers can foster with training and training to increase the creativity of teacher work in Private Junior High

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<sup>7</sup> I Wayan Widana, "Modul Penyusunan Higher Order Thingking Skill (HOTS)," *Direktorat Pembinaan Sma Direktorat Jenderal Pendidikan Dasar Dan Menengah Departemen Pendidikan Dan Kebudayaan* 2017, 2017.

<sup>8</sup> Muklis Riyanto et al., "Manajemen Kepala Sekolah Dalam Melaksanakan Perencanaan, Implementasi, Penilaian Dan Tindak Lanjut Supervisi Akademik," *Journal Of Administration and Educational Management (ALIGNMENT)*, 2021, <https://doi.org/10.31539/alignment.v4i1.2144>.

School Works. Teachers are given motivation by the principal as boosters and teachers are given training with the form of teacher working groups (KKG), so that teachers get new training, knowledge and experiences, so that they can share insights with teachers and apply them at school at Karya Bersama Private Junior High School.

b. Awarding

The principal also seeks to increase teacher creativity in awarding, the consistency of this program is believed to encourage teacher motivation in adding insight into the importance of creativity in teaching. In the program to increase creativity, the principal teachers called speakers from other institutions to fill out training seminar activities at Karya Bersama Private Junior High School.

Therefore, provide various types of *rewards* for employees who excel and have high loyalty to the school. In addition to giving gifts (*rewards*) in the form of salaries, schools also still provide rewards in other forms. The form of gift (*reward*) is in the form of awards given to teachers who excel and have served the school for a long time.

*Rewards are* usually given in the form of medals, trophies, titles, certificates, plaques or ribbons. A *reward is* sometimes accompanied by a prize in the form of money such as a nobel prize for contributions to the school, and a Pulitzer prize for *rewards* rather than literature.

c. Giving freedom to teachers

With the freedom of teachers to do new things in school, teachers will be able to create and get new things that they create themselves so that teachers are more creative in learning where students can digest lessons well.

The principal gives the opportunity to do their own creativity, the freedom given to teachers in carrying out learning tasks can make teachers more developed and not depressed, so that with new creations given can allow students to absorb the material taught.

d. Provide assistance for teachers

The principal also provides creative teacher assistance to teachers who are not yet creative to control and see how to teach teachers so that the learning process is fun and more effective. Teachers are given assistance to teach in accordance with the variations in using the media they see, so there are role models seen for teachers who are weak in using the media they make themselves so that later it will be directed how it is used when the teaching and learning process continues so that new ideas are realized to students when the teacher explains the material. The principal's strategy in increasing the creativity of teachers by prioritizing their subordinates and carrying out their roles as much as possible so that it will support the quality of quality schools.

#### **B. Principal Planning in Improving Teacher Work Discipline**

As the principal has responsibility for the smooth implementation of education and teaching in the school. Planning one of the main functions that the principal is responsible for is to arrange or make plans. Planning is one of the absolute requirements for every organization or institution and for every activity, both individual and group planning.

The principal in improving the discipline of teacher work at Karya Bersama Private Junior High School has been implemented in accordance with the established provisions. The planning carried out by the principal is to hold a meeting / meeting at the end of each year so as not to make personal decisions, but to make decisions based on mutual consensus results. Applying regulations for teachers and awarding / *rewarding* funds directly issued by the school as motivation, morale, in the hope of increasing teacher work productivity.

It should be noted, that in the preparation of this annual plan, teachers and school employees should be included. The participation of teachers and school employees can help with thoughts and ideas and problem solving that may not be unthinkable or cannot be solved by the principal. In addition, with the participation of teachers and school employees, they will feel a responsibility in carrying out the activities they have planned and they agreed together.

As for the efforts made by the principal in improving the discipline of teacher work, among others;



a. Principal planning to improve teacher discipline

The principal has tried to improve discipline in teachers by holding meetings / deliberations and rules applied as a driver to teachers in order to maintain discipline in carrying out their duties. Because, by instilling leadership in ourselves, it will make ourselves as responsible creatures and become an example in other teachers and to students.

b. Supervision of the principal to improve teacher discipline

Supervision activities are efforts in advancing a continuous or sustainable school carried out by a supervisor by fostering, leading and assessing everything that leads to the improvement and achievement of educational goals.

The principal supervises the teacher present, always giving directions, either at the meeting or outside the meeting. The principal always maintains good communication, helps teachers who have difficulties / problems in their learning, regularly controls activities in school, both controlling learning activities and executive activities and other activities. The principal established a warm atmosphere with the staff teacher, closeness and openness so that the implementation of supervision was carried out effectively and efficiently. Basically, the curriculum is structured to realize the goals of national education by taking into account the stages of development of students and their suitability to the environment, the needs of national development, the development of science and technology and the arts, according to the type and level of each educational unit.<sup>9</sup>

### C. Principal Planning in Increasing Teacher Work Productivity

The planning process is the result of mutual agreement for the future or ongoing in the form of who, when, division of tasks, and how strategies will be carried out to achieve goals in developing teacher work productivity. The planning process is distinguished from the activities before the decision, which are systematic, are based on consideration and are sustainable.

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<sup>9</sup> Firmansyah, Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Multikultural, *Anthropos: Jurnal Antropologi Sosial dan Budaya*, Vol. 5, No. 2 Tahun 2020, h. 166 DOI: <https://doi.org/10.24114/antro.v5i2.14384>

There is no activity that does not begin with planning, although the activity has a narrow scope. Planning can be a process of preparing various decisions that will be implemented in the future to achieve the specified goals. Therefore planning is a process of determining and utilizing resources in an integrated manner that is expected to support activities and efforts that will be implemented efficiently and effectively in the present future as a process that describes cooperation to develop efforts to improve organizational performance as a whole.<sup>10</sup>

The work productivity of a teacher is seen from the two main aspects of internal aspects and external aspects. Internally it deals with knowledge, skills, discipline, self-effort, and work harmony. As for the external aspects related to better management and working methods, cost savings, timeliness, systems, and technologies used. Therefore, in increasing good work productivity, of course, it will never be able to escape from supporting factors that can directly or indirectly affect the course of productivity.

Efforts made by the principal in increasing the work productivity of teachers at Karya Bersama Private Junior High School. From the established plans such as:

a. Teacher Training Program

The form of effort made by the principal in increasing the productivity of teachers' work is to include them in training activities organized by the District Education and Culture Office, the search for resources to support educational activities in schools, but so far it can only be used to complete educational facilities.

b. Student Eye Teacher Deliberation Activities (MGMP)

MGMP is a place for subject teachers to meet with fellow teachers in the same subjects and the same or level education units from several schools, a place to share experiences, share knowledge about the learning process carried out, ranging from planning, implementation and evaluation, then this activity is very useful to improve the ability and productivity of teachers in learning.

As a leader in an educational institution, the principal provides the widest opportunity for teachers to participate in

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<sup>10</sup> Muzari Muzari and Sigit Priyo Sembodo, "Sistem Manajemen Kepala Sekolah Dan Wali Asrama Dalam Meningkatkan Prestasi Siswa," *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2020, <https://doi.org/10.31538/munaddhomah.v1i2.35>.

MGMP activities. The principal in increasing the work productivity of teachers in the institution he leads by encouraging teachers to improve their respective abilities in carrying out the learning process to students by allowing them to participate in activities that can improve their abilities and productivity, such as MGMP activities.

c. Giving Motivation to Teachers

The form of motivation that can be given by the principal is with various *rewards* promised so that teachers can increase their productivity in carrying out their duties and obligations as educators. The form of direction given to students and teachers to increase morale and carry out learning tasks as well as possible, because the responsibility of a teacher is not only to humans but also must be accounted for to Allah SWT. The provision of motivation is carried out to encourage teachers to increase their productivity in carrying out learning tasks to students.

In simple terms, the planning process consists of several main components that cannot be left behind. The components are as follows:

- 1) Review of the results of the previous period of educational development planning as a departure point for planning.
- 2) Formulation of the general purpose of educational planning which is a direction that must be used as a fulcrum of planning activities.
- 3) The formulation of a policy or position that can then be described into the basic strategy of planning which is a response to how to realize the specified goals.
- 4) Development of programs and projects as operationalization of established priorities.
- 5) *Scheduling* in the sense of managing two aspects, namely the entire program and priorities regularly and carefully because this scheduling macro has its own meaning that is very strategic for the overall implementation of planning.
- 6) Implementation of the plan includes the process of legislation and preparation of the plan implementation apparatus, ratification of the start of an activity, monitoring and *controlling*

to limit the possibility of actions that are not commendable that can be obstacles in the process of implementing the plan.

- 7) Evaluation and revision which is an evaluation activity to determine the level of success and activities to make adjustments to new demands that develop.<sup>11</sup>

## CONCLUSIONS

The conclusions in this study include: 1) The program planned and implemented by the principal at Karya Bersama Private Junior High School in increasing teacher creativity is carried out in the form of meetings / meetings or deliberations with other personnel teachers to determine plans to achieve the desired goals. Then, the principal has held training, *lesson studies* and participated in competitions from the district level. 2) The principal in terms of increasing discipline has planned further activities to increase discipline for each month, semester or year. There is a meeting / meeting attended by all teachers at Karya Bersama Private Junior High School as a means of exchanging thoughts between the principal and the teacher. 3) The planning process carried out by the principal is when holding a meeting with the principal and teacher to arrange a schedule of planning activities that have been set until the evaluation stage carried out by the principal in developing teacher work productivity at Karya Bersama Private Junior High School.

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<sup>11</sup> *Wulogening and Timan, "Implementasi Total Quality Management (TQM) Dalam Sistem Manajemen Perencanaan Kepala Sekolah."*

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