



Guidance by the Principal to Teachers in Learning Management in Private Vocational Schools Management Business Groups

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Abstract

This research was motivated by the constraints of teachers in managing learning during the Covid-19 pandemic and the decline in student learning outcomes. This research is to obtain information, an overview of how school principals provide guidance to teachers in daily teaching and learning activities. The study was located at SMK S Nurul Falah and SMK S Cersa using the entire population of 58 teachers, and the sampling technique used was the saturated sample technique, namely 58 teachers. By using a Likert scale using 5 (five) alternative answers (very good, good, good enough, not good, not good) which have been tested for validity and reliability with valid and reliable results. The data analysis technique was carried out by calculating the average respondent's answers then making categories and interpreting them according to the classification table so that the appropriate category was found. The results showed that (1) the guidance of principals to teachers in guiding teachers to plan learning was in the fairly good category with an average score of 3.51, (2) the guidance of principals to teachers in guiding the implementation of learning was in the fairly good category, namely 3.53, (3) guidance by the principal to teachers in evaluating teaching and learning activities is included in the fairly good category with an average score of 3.59, (4) the guidance of the principal in supervising teachers planning learning in both categories with an average score of 3,60, (5) the guidance of the principal to the teacher in supervising the implementation of learning in the good category with an average score of 3.80, (6) the guidance of the principal to the teacher in supervising the evaluation of learning in the good category with an average score of 3.67, (7) coaching by school principals to teachers in assessing learning planning in the good category with an average score of 3.65, (8) coaching by school principals to teachers in assessing the overall coaching of school principals to teachers in learning management is included in the good category with an average score of 3.64.

Keywords: Coaching; Learning Management; Headmaster; Teacher



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1. Introduction

Teachers teach new things to others. Teachers provide guidance, knowledge and education to their students. according to (Khusniyah, 2019) With the development of technology and information in the 4.0 era, it has a considerable impact in the learning process. The impact caused by technology can have a positive and negative influence in the learning process, depending on the policies of the people who use it.

according to (Fitri et al., 2020) in December 2019 the outbreak of the 2019 Corona Virus (Covid-19) case which required all learning activities to be carried out temporarily at home. With the policy of learning at home, of course, teachers are required to be more creative in formulating learning strategies so that they are effective and efficient in achieving the goals of learning. Distance learning using technology such as Zoom, Whatsapp, Website, and others was quite new and was rarely used before the outbreak of the Covid-19 virus. Therefore, the planning, implementation, and evaluation of learning made by the teacher must be adapted to the conditions of distance learning (Humaera, R, 2021)

In the 2020/2021 academic year, Nadiem Makarim, the Minister of Education and Culture informed that face-to-face learning is allowed but must meet the specified requirements. Although it is allowed, face-to-face learning is not required. Based on this, there are several schools in West Pasaman that carry out learning with the Blended system Learning. according to (Istiningsih, 2005) Blended Learning is system face-to-face and

distance learning. Blended learning itself is also a new thing for schools in West Pasaman. Face-to-face teaching and learning activities and long distances that are carried out alternately, of course, require the right strategy. Of course, the teacher must adapt the management of learning to existing situations and conditions.

(Agustiandra, 2019) stated that the community is increasingly feeling the positive impact of the development of ICT. Individuals and organizations are assisted in their activities. Advances in technology provide convenience in daily work while also providing convenience and data security. Do not miss in terms of education also participate in using technology with various benefits. With the development of technology, there is a need for ways that can wrap information into a more useful and more useful way for users of information so that the results can bring education to be more developed and better. (Jaffar, 2019) all parties really hope that the implementation of MIS can facilitate the optimization of organizational tasks.

The principal's role is to provide assistance, guidance and counseling to teachers, such as providing guidance in the learning process. according to (Yadriyan et al., 2021) Coaching is formal and non-formal learning to develop skills in line with talents. In the implementation of learning, teachers are required to be able to work optimally and better than before. Keep in mind that to develop themselves and make changes for the better, teachers also need coaching. The principal as the person who leads in a school needs to pay more attention to the learning process and self-development of teachers. With the supervision and evaluation of the principal, it can be the basis for making decisions to provide guidance to teachers.

Forms of coaching principals to teachers include guidance, monitoring and assessing in the management of learning. According to Personal (Nuryanto, 2016) Learning is an activity that is created to facilitate learning activities to be effective and efficient. In the teaching process the teacher must have the skills to manage learning. Teachers must be able to master the components in the management of learning. According to Usman (Ashes, 2020) Basic skills in managing learning are abilities where teachers are able to seek and maintain optimal learning situations, then when there are disturbances in teaching and learning activities, they can be returned to a good position again. Teachers must also adapt their teaching styles to the needs, situations and conditions of learning. (Male, 2020) The teacher's teaching style is how the teacher's style interacts so that students get a learning environment that does not cause boredom so as to produce an enthusiastic attitude, full of participation in various learning situations.

In essence, the purpose of learning management is contained in the educational objectives, namely the similarity between the plan and the realization in the field and then ensuring the effectiveness of learning for students so that students can learn well so that the desired results are achieved. According to Spiritual (Efriza, 2017) management of learning by teachers which consists of planning, implementing and evaluating teaching and learning activities. According to Sanjaya (Nuryanto, 2016) Learning planning is how decisions are made on what actions will be taken as a result of rational thinking that is expected to achieve goals. According to Suryosubroto (Nuryanto, 2016) The implementation of learning is the process of communication and relationships between teachers and students so that they arrive at students who have created material to achieve the goal. When learning is carried out there are opening activities, core activities and closing activities. Teaching-learning evaluation is an activity of measuring and assessing by using certain methods in order to know the level of mastery of students about what they have learned.

In West Pasaman Regency, there are two Private Vocational Schools in the Business Management group, namely Nurul Falah Vocational School and Cersa Vocational School. Since the Covid-19 pandemic, teachers have to simplify learning materials by eliminating or combining existing materials according to the reduced learning time, which is usually 1 hour of 45 minutes of learning to 1 hour of 15 minutes of learning. Therefore, teachers are required to be able to plan as well as possible in order to achieve learning objectives. From the data obtained, several obstacles were found, namely as follows: teachers have difficulty in simplifying lesson plans and adapting to learning times, teachers who find it difficult and constrained to determine what strategies are suitable for use in this COVID-19 situation so that learning objectives can be achieved as effectively and efficiently as possible. possible; there are teachers who have difficulty implementing Curriculum 13 learning strategies, this is because teachers are accustomed to using KTSP; there are some teachers who do not use technology optimally in learning; teachers have difficulty making interesting learning media such as videos, pictures, and others; declining student learning outcomes.

From the problems found, it is interesting to research. The author is interested in examining how the principal's guidance on teachers in managing learning. The research questions are as follows; how is the guidance by the principal in guiding teachers to manage learning?; how is the guidance by the principal in supervising teachers to manage learning?; How is the guidance of principals in assessing teachers to manage learning.

2. Research methods

Study located at SMK S Nurul Falah and SMK S Cersa Pasaman, using a quantitative approach and descriptive method, aims to describe teachers' perceptions of the guidance by the Principal of teachers

inmanagementlearning at the private vocational school management business group in Kab. West Pasaman. The population is all teachers who manage learning at SMK Nurul Falah and SMK Cersa which are located in West Pasaman. The population is 58 teachers and the sample is also 58 teachers because it uses saturated sampling technique. Data collection is by using a questionnaire/questionnaire with a Likert Scale model, which contains five alternative answers, very positive and very negative or from a score of 5 to 1, namely: Very Good (SB), Good (B), Fairly Good (CB), Less Good (KB).) and Not Good (KB).

Prior to the study, validity and reliability tests were conducted at SMK S Subulussalam Pasaman Barat, namely 10 teachers. Data collection is by distributing questionnaires or questionnaires to each teacher. After that, the researcher took valid items and reliable questionnaires, then the research was carried out. Data analysis was carried out after data collection by distributing questionnaires to all teachers at SMK S Nurul Falah and SMK S Cersa. Then the writer calculates the average respondents' answers and makes categories and interprets them according to the classification table so that the appropriate category is found.

3. Results

After collecting data from teachers at SMK Nurul Falah and SMK Cersa Pasaman who were respondents and then doing data analysis, it was found that the learning guidance by the sub-variable principal guided the teacher on the indicators of planning learning the category was quite good, the average score was 3, 51. In this indicator the author uses 4 items. The item that got the highest average score was the guidance of the principal in determining the assessment of learning outcomes in the fairly good category, namely 3.53. The item that got the lowest score was guidance when preparing learning media with a fairly good category, namely 3.48. In the guiding sub-variables the indicators carry out the category quite well, 3.53. In this indicator the author uses 5 items. The item that got the highest score was the principal guiding the teacher in opening lessons in good category, the average score was 3.60. The item that got the lowest score was guidance in using appropriate learning strategies in the fairly good category, 3.45. In the sub-variables guiding indicators evaluating learning are categorized as good enough, 3.59. In this indicator the author uses 6 items. The item that got the highest answer was guidance on using the evaluation results to get feedback with a score of 3.62 in the good category. The item with the lowest score is guidance on processing the value, which is 3.52 in the fairly good category. The sub-variable overseeing planning indicators obtained an average score of 3.60 in the good category. In this indicator the author uses 4 items. The item that got the highest average score, namely the principal supervising teachers in preparing learning media was categorized as good, 3.71. The item that gets the lowest average score is supervision in choosing learning methods according to the learning material in the fairly good category, the average score is 3.50. In the sub-variable of supervising the indicators of implementing learning 3.80 in the good category. In this indicator the author uses 4 items. The item that got the highest average score was supervision to increase active student participation in the good category, 3.91. The item with the lowest score, namely the principal supervising teachers in the use of learning methods, was categorized as good, 3.71. In the sub-variable monitoring the learning evaluation indicators obtained 3.76 in good category. In this indicator the author uses 5 items. The item with the highest average score, namely the principal supervising teachers in assessing student learning outcomes, is 3.88 in the good category. The item with the lowest score, namely the principal supervising teachers in measuring student learning outcomes, is categorized as good enough, namely 3.53.

In the sub-variable of assessing planning indicators, a score of 3.65 was obtained in the good category. The author uses 4 items. The item that got the highest average score, namely the principal assessed the teacher in making lesson plans, in a good category, namely 3.72. The item with the lowest score, namely the principal assesses the teacher in choosing learning media in the fairly good category, 3.52. In the sub-variable assessing the implementing indicator, 3.75 is categorized as good. The author uses 4 items. The item with the highest average score is the principalevaluateteachers in opening learning the average score of 3.81 in the good category. The item with the lowest score is the principal assessing the teacher in using learning media with an average score of 3.72 in the good category. The sub-variable assessing the evaluation indicator was 3.65 in the good category. The author uses 4 items. The item with the highest average score, namely the principal assessing the teacher in measuring student learning outcomes, is 3.76 in the good category. The item with the lowest average score, namely the principal assesses the teacher in following up on the learning outcomes of students, which is 3.57 in the fairly good category.

4. Discussion

In general, the results of the study showed that the coaching was categorized as good, namely 3.64. Based on the results, teacher development on learning planning indicators is categorized as good enough with 3.51. The highest score in the guidance item determines the assessment according to the completeness of the instrument, which is 3.53 categorized as good enough. The lowest average score in the guidance item for preparing learning media is 3.48 which is categorized as good enough. From the results of the study, it can be seen that the principal has guided the teacher to determine how to assess student learning outcomes such as

guiding in making questions, scoring guidelines but still needs to be improved to make it even better. The guidance given by the principal in preparing the media must also be improved, especially in the Covid-19 situation, learning is carried out with system blended learning. according to (Istiningsih, 2005) Blended learning is a method that brings together various learning strategies. Because this system is a new method, teachers need to get coaching so they can do it done as expected.

The principal's guidance on the indicators of the implementation of learning with an average score of 3.53 is categorized as quite good. The highest average score for the principal of the tutoring school in opening lessons, the average score of 3.60 in the good category, can be interpreted as having been given guidance to the teacher in opening lessons and of course it needs to be improved again. The lowest average score is the guidance in determining the strategy according to the time set, the average score is 3.45, the category is quite good. Principals are required to provide more guidance for teachers to adjust learning time with learning strategies that are in accordance with the new normal situation, where 1 learning hour is 15 minutes. according to (Anita, 2007) learning strategies are ways that are tailored to the special needs of learning. Therefore, the strategy used by the teacher must be appropriate so that the objectives can be achieved.

The principal's guidance in guiding teachers to evaluate learning is generally categorized as good, namely 3.59. The highest average score on the guidance item uses learning outcomes to get feedback. according to (Wenging, 2012) feedback is important to improve the realization of improved ways of learning. Therefore, the teacher must be able to provide appropriate feedback so that students can improve and improve their way of learning. The lowest average score is found in the item guidance on managing student evaluation results, which is 3.52 in the fairly good category. according to (Nurhayati, 2019) Processing of learning assessment is an activity that aims to get a picture of student mastery. Student learning outcomes need to be measured properly so that the results can be used as guidelines for future improvements.

Based on the results of the research conducted, in general the supervision carried out by the principal to the teacher is categorized as good, namely 3.60. The highest item is the principal supervising teachers in preparing learning media with an average score of 3.71 in the good category. Even though it is categorized as good, the principal needs to increase his supervision for improvement in the future. according to (Spiritual, 2019) Media is a tool to facilitate the delivery of material to students. The lowest average score is found on the item principals supervise teachers in choosing a method, which is 3.50 categorized as good enough. according to (Sudrajat, 2008) learning method is a way to actualize the plan. Therefore, it is necessary to increase guidance in this case so that learning objectives are achieved according to the plan.

In general, the supervision of the principal to the teacher in carrying out learning is categorized as good, namely 3.80. The highest item is supervision in increasing student participation, which is 3.91 in the good category. The active participation of students is important to support the creation of a good situation in learning. The lowest average score is in the statement "the principal supervises the teacher in the use of learning methods" with an average score of 3.71. according to (Sudrajat, 2008) learning method is the chosen path to realize the plan. Therefore, it is important to have coaching so that teachers can use the right method.

In general, the principal's supervision of teachers in evaluating learning is categorized as good, namely 3.76. The highest item is the principal supervising teachers in assessing student learning outcomes, which is 3.88 categorized as good. according to (Saftari, Maya, 2019) assessing learning outcomes consist of affective, cognitive. There needs to be good supervision so that it can be ensured that the evaluation process is carried out optimally in each domain. The lowest average score is found on the item principals supervising teachers in measuring student learning outcomes with an average score of 3.53 categorized as good enough. The measuring instrument used must of course be adjusted to the purpose of the evaluation, therefore the teacher must be able to determine it carefully appropriate.

Based on the research that has been done, in general the principal's assessment of teachers in doing learning is categorized as good, namely 3.75. The highest average score is found in the principal's statement assessing the teacher's opening of learning, which is 3.81 in the good category. The opening will affect the learning process, therefore the activity of opening lessons is important in order to carry out effective learning. The lowest average score is found in the assessment items in using the media, namely in the good category, 3.72. according to (Dewi, 2017) learning media is an important component. Because importance The principal's learning media needs to improve its coaching again so that teachers can use the right media so that the learning process is more optimal.

Based on the research that has been done, in general the principal's assessment of teachers in evaluating learning is categorized as good, namely 3.65. The item with the highest score is found in the principal's assessment of teachers in measuring student learning outcomes, which is 3.76 in the good category. The activity of measuring learning outcomes is very important in order to know the level of student mastery. The lowest average score is found in the principal item assessing teachers in following up on student learning outcomes with an average score of 3.57. Principals must further improve guidance to teachers in following up on student learning outcomes because they need to provide appropriate feedback to students so that there is an improvement in performance and ways of learning in the future.

4. Conclusion

Referring to the results of research on coaching by school principals to teachers in managing learning, it is concluded that coaching in the form of guidance on planning indicators for learning is in the fairly good category. Guidance in the form of guiding indicators to carry out the category is quite good. Guidance in the form of guiding indicators to evaluate the category is quite good. Guidance in the form of monitoring the planning indicators in the good category. Guidance in the form of monitoring the implementation indicators in the good category. Coaching in the form of monitoring evaluation indicators in the good category. Coaching in the form of assessing planning indicators in the good category. Guidance in the form of assessment of implementation indicators in the good category. Coaching is in the form of evaluation indicators in the good category.

Principals are expected to improve coaching, especially on planning indicators, namely making lesson plans and preparing syllabus. In the indicators of carrying out learning, the principal is expected to guide and supervise teachers using learning media that are in accordance with the learning situation and conditions. In the evaluation indicators, it is expected that teachers will improve their guidance, especially following up on learning outcomes to improve teaching and learning methods in the future.

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