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MANAGERIAL COMPETENCY OF HEAD OF BP2IP MALAHAYATI ACEH IN IMPROVING QUALITY OF INSTRUCTOR LEARNING

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Abstract

Managerial competence is a skill which includes planning, implementing, organizing and controlling. The purpose of this study was to determine the ability of chief managerial competencies in improving the quality of instructor learning, including: Program planning; program implementation; evaluation; the obstacles faced and the follow-up that is done in improving the quality of instructor learning. Through a qualitative approach with descriptive methods, data collection techniques are carried out through interviews, observations, and documentation studies. The research subjects were the Head of BP2IP, instructor, head of department, KASI Gardik, class monitoring team and cadets at BP2IP Malahayati Aceh. The results of the study found: program planning is well structured and efficient, referring to the curriculum set by the Ministry of Transportation; The program was responded to very well by the instructors and cadets, although it did not fully run well due to obstacles; Evaluation was carried out through a class monitoring team, all information was reported to the head and announced through the WA group of BP2IP staff Malahayati Aceh; The obstacle faced by the head is the lack of instructors, the ratio of instructors to cadets is not comparable, causing other problems such as the number of instructors who hold concurrent positions, the lack of assistant instructor implementing and follow-up that is done using Class meeting programs to accommodate all problems with the learning process. It is hoped that the transportation ministry will immediately meet the instructor's needs, because it is very influential on the learning process in the class so that the quality of learning can run effectively.

Keywords: *Managerial Competence, Learning Quality*

INTRODUCTION

In modern times, advances in science and technology have led to competition in various fields which require all Indonesian people to prepare themselves to improve quality and professional human resources, capable of competitiveness, mastering science, technology and have a high work ethic.

Education is an important factor that can change the nation's generation to be more advanced in thinking, acting and able to change the character, character so that people become noble and useful to the homeland and nation. Efforts to create good quality education must consider various aspects related to education so that not only the quality but the quality of student achievement increases both academically and in daily life. In the structure of the school organization program the principal is the main responsible in improving the quality and quality of the school so a school principal must have competency, one of which is managerial competence.

According to Susanti (2015) found that the principal's managerial relationship and teacher achievement motivation with teacher teaching effectiveness is very strong ". With the existence of a professional school principal, the policy issued will encourage teachers / instructors to be more enthusiastic in teaching. The managerial competence of a head is needed in achieving quality, relevant, effective and efficient goals. If what is to be achieved or improved is the quality of learning, the head must carry out his managerial function properly and effectively. All of these are very demanding of competence and professionalism to enable the creation of dynamic quality interactions. From these explanations BP2IP Malahayati Aceh, led by the head, must be able to empower educators and education personnel as well as all the academics of BP2IP Malahayati Aceh to be able to realize a quality, smooth and productive learning process. These requirements are part of the implementation of management.

In addition to the principal, the instructor / teacher also determines the success of improving the quality of learning. The instructor / teacher must also be professional by mastering his field of study and can prepare learning tools before entering class. Mutia et. al (2016) said that learning management planning is carried out by teachers by preparing a number of students' needs by paying attention to the development of science, technology, and the arts as a whole and continuously. A teacher must not prepare a learning tool before starting a learning class not only at BP2IP in other schools as well. Huseyinli et. al (2014) found that the learning plan implemented by PAI teachers was prepared in accordance with the syllabus development guidelines by guiding SK and KD and formulating indicators, compiling lesson plans and making scenarios prepared in accordance with the provisions of learning activities. So from the two quotations above it can be concluded that the planning of learning must be in accordance with the syllabus and the provisions of learning activities and a science teacher must be in accordance with the times. The difference is that in BP2IP the preparation of learning tools refers to the curriculum provided by the Ministry of Transportation (KEMENHUB).

The purpose of this study was to determine the ability of chief managerial competencies in improving the quality of instructor learning, including: Program planning; program implementation; evaluation; the obstacles faced and the follow-up that is done in improving the quality of instructor learning.

METHOD

The research approach used in this study is a qualitative approach using descriptive methods that are research methods that describe the condition of the research subject at the time

the study was carried out by observation, interviews and documentation. Sugiyono (2015) suggested that qualitative research is a process of exploration and understanding the meaning of individual and group behavior, describing social or human problems. Qualitative approaches tend to lead to research that is naturalistic phenomenological and ethnographic research. Therefore, qualitative research is often exchanged with naturalistic inquiry or ethnographic inquiry in cognitive anthropology.

FINDINGS AND DISCUSSION

Planning Program

Mustari (2015) concluded that planning is: "Determination of a series of actions to achieve a desired outcome and planning is as setting goals, procedures, budgets, and programs of an organization". The principal must be able to carry out the planning process, both short, medium term planning and long term planning.

The results showed that the program head of BP2IP Malahayati Aceh in improving the quality of instructor learning is well-organized and efficient, both programs for cadets / students, instructors / educators, and employees in the BP2IP Malahayati Aceh environment that refer to the curriculum set by the ministry Transportation (KEMENHUB) but the implementation is still not optimal because there are several obstacles in the field. The program planned to improve the quality of learning is to approach all parties through a class meeting program that can accommodate all problems that occur in the field, conduct BIMTEK, whorksop for instructors, improvement, capacity development and quality of instructors, provide opportunities to participate in training and education such as TOT 609, 312, training for curriculum development, lesson plans and so on and also for higher education (S2 and S3). Programs for cadets provide convenient facilities, complete educational infrastructure and programs to improve English language skills for students.

Program Implementation

Based on the results of the study it can be concluded that the implementation of the head program to improve the quality of instructor learning was responded very well by the instructor, KASI GARDIK, the head of the department, the class monitoring team and cadets although not yet fully running well because there were several obstacles. However, all stakeholders try hard to handle it, especially the instructors by optimizing the hours outside the lessons. In carrying out school activities, the school takes a good family approach to staff, employees and cadets. In class learning instructors use the one hour method for reviewing past material, one hour for new material and one hour for quizzes so that we can assess the absorption of training participants.

In the success of the process of improving the quality of learning in addition to the instructor / teacher factor also supporting infrastructure factors which are also important so that teachers can be more confident in teaching Annurrahman (2014), states learning facilities and infrastructure are important factors that influence learning outcomes, regular school buildings , the availability of classroom and laboratory facilities, the availability of textbooks, media / learning aids are important components that can support the realization of student learning activities. With adequate facilities and infrastructure will facilitate all learning activities effectively and efficiently. Especially in learning arts and culture which basically requires supporting tools / visual aids in practice material so that the learning process runs well.

Evaluation

Evaluation is very closely related to the assessment of the quality of learning outcomes and the quality of learning is largely determined by the instructor / teacher. Baharun 2015 said learning outcomes have a very important role in the learning process. The process of assessing

learning outcomes can provide information to teachers about student progress in efforts to achieve learning goals through learning activities. So the instructor / teacher's HR is very important here.

Based on the results of evaluation research conducted through a class monitoring team that continues to monitor the progress of the learning process both the problem of the presence of the instructor and what happens in the learning class. All this information will be reported directly to the head and announced through the WA group and can be seen by all BP2IP Malahayati Aceh employees. The disadvantage is that it still uses the manual method, but the latest program head with monitoring using technology such as finger print and CCTV but has not been implemented. In addition, an evaluation is carried out by giving questionnaires to cadets to assess instructors. In addition, we can assess the quality of learning from outside parties such as the shipping center team and the company where graduates work.

Barriers

Barriers that exist today is still lack of teachers / instructors for all employees in BP2IP consisting of 75% non-civil servants, causing other problems such as the number of instructors who are dual position, causing the instructor is not there, the lack of maid the instructor is in practice so we have to operate everything ourselves and make the instructor overwhelmed because the ratio of instructors to cadets is not comparable. The obstacles found in class learning many hours that clash with the activities of cadets outside the classroom so that make cadets sleep in class because they are tired. The obstacle in evaluation is that the monitoring system is still manual. All of these problems can be addressed in class meetings and will be followed up by the head or management within a certain period depending on the problem.

Follow up

Follow up carried out at BP2IP is to use a program class meeting that is very effective to accommodate all the problems that occur in the learning process. Like problematic instructors we will give a reprimand because it does not fit the learning process such as the absence of lesson plans. Because there really are some instructors who can't deliver the material properly. Whereas with cadets we provide counseling and PMMK guidance that will guide troubled cadets. Fortunately, our outstanding instructors will give awards such as giving an opportunity to study at a higher level. With this program, all problems can be identified easily, quickly and can be followed up with a certain time so that they can be given sanctions or appreciation, whether it's a problem or achievement.

Responding to the opinion above, it can be concluded that in the quality of learning that occurs in schools or especially in the classroom, the instructor / teacher is the party most responsible for learning outcomes. Teachers should be equipped with evaluation as a science that supports their work, namely evaluating student learning outcomes. In this case, the teacher is in charge of measuring whether students have mastered the science in their study under the guidance of the teacher in accordance with the objectives formulated what else are there three main assessments namely cognitive, affective and psychomotor assessments and the principal must also support and motivate the teacher so that the learning process is in accordance with educational objectives in the Basic Law.

CONCLUSION

Program planning is well structured and efficient, both programs for cadets and instructors, referring to the curriculum set by the ministry. In the implementation of the program, the instructors and cadets responded very well, although it was not yet fully implemented due to

constraints. Evaluation was carried out through a class monitoring team whose information would be reported to the head and announced through the WA group and could be seen by all BP2IP Malahayati Aceh employees. Obstacles faced by the head is still lack of instructors, the ratio of instructors to cadets is not comparable causing other problems such as the number of instructors who hold concurrent positions, causing instructors to be absent, lack of instructor implementing assistants when practicing and overwhelming instructors. Follow-up done using Class meeting program that is very effective to accommodate all the problems that occur in the learning process. In addition to the principal's instructor / teacher resources are also very important for improving the quality of learning. The managerial competence of a school principal is a very important aspect and must also be accompanied by the resources of teachers who are professional in their fields so that what is desired from the educational goals can be achieved.

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