IMPROVING THE PERFORMANCE OF THE PRINCIPAL IN COMPILING SCHOOL DEVELOPMENT PLAN THROUGH ONGOING MENTORING IN SMAN PEUSANGAN AND PRIVATE HIGH SCHOOLS SIRAJUL MUDI BIREUEN

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ABSTRACT

The success of education is inseparable from the efforts of education supervisors in carrying out coaching and mentoring, as assistance toschools and teachers in improvingthe quality of education. The results of the observation and assessment of the School Development planning program and the implementation by the principal at SMAN 3 Peusangan and Sirajul Mudi at Regency Bireuen Private High School, showed that the principal had not carried out the planning and implementation of school work and was not in accordance with the sekol document ah, school development, so that the implementation of education in schools has not been effective and efficient and produces good school quality. The purpose of this school action research isto improve the performance of the principal in implementing the results of the School Implementation Plan through continuous assistance at SMAN 3 Peusangan and Sirajul Mudi Private High School. The research was carried out in two cycles, each cycle was carried out three times, through the stages of planning, implementation, observation and reflection. Observations were made to the principal of SMAN 3 Peusangan and Sirajul Mudi Private High School as research subjects. The results of the first cycle of research showed that the principal's performance score in the preparation of the RPS increased, from the average score of the initial condition of 20% to 27.5%. In the second cycle, the principal's performance score increased with an average score of 77.5% to 85%. The results of this study are expected to improve the quality of education in Bireuen Regency.

KEYWORDS: *Performance, Continuing Mentoring, Plans, School Development*

1. INTRODUCTION

Empowerment in improving the competence of school principals nationally is related to central and local government policies both micro and macro whose purpose is to improve the quality of National Education.The competence of the principal in this case the educators has an impact on empowering teachers which is carried out through educational supervision. Assessment of teacher performance as a state civil apparatus is carried out through educational supervision activities by school principals who can improve teacher performance in carrying out the learning process.Teacher empowerment as an effort to improve individual teacher professionals has an effect on improving the quality of educators through employee work performance

2. LITERATURE REVIEW
2.1 Head of School Performance Improvement

Effort principal management in empowering educators to be more creative, innovative and have a career in achievement. Human resource development through regular and organized empowerment efforts in school strategy plans shows an increase in teacher performance in self-development, professional improvement through a *human relations approach* to increase performance productivity. Husaini (2014:46), states that "1) accepting the best workers, 2) creating the best jobs and 3) using the best influences to design work motivation". The above statement shows clarity that improving human resource development requires a management strategy or approach in building cooperation in educational institutions, aiming to improve the quality of graduation and improve the performance of power in the school environment. Planning is the main capital of the school or

The organization in managing the use of the resources it has effectively, efficiently, quality, and releven so that it can achieve goals satisfactorily for all involved. Planning is determining the activities to be carried out within a specified period of time. Activities are intended to organize time, organize or take into account various resources in order to achieve predetermined goals satisfactorily.

Schoolsshould pay attention to the needs of teachers in the learning process including social, professional needs and the needs of educators' attitudes oriented towards the development of mental revolution or self-confidence. Purwanto (2012:56), states "a leader should place full trust in his members believing that he will be able to perform his duties well".

Based on the author's observations, many things must be improved in the principal's management in preparing a school strategy plan, arranging a school work plan whose activities can be used as a pattern of providing assistance to teachers both in improving the learning process, increasing knowledge in compiling teaching tools, the ability to motivate learning, procurement of media and learning resources.

The results of observations and assessments of the implementation of manjerial supervision in SMAN 3 Peusangan and Sirajul Mudi Private High School, the planning and implementation of school work have not been in accordance with the sekol ah document, school development, so that the implementation of education in schools has not been effective and efficient and produces good school quality. Guidance to improve the performance of the principal of the researcher is carried out by conducting school action research (PTS) by streamlining managerial supervision followed by sending the results of program preparation via e-mail, and individual guidance carried out by researchers in their respective schools.

Based on the background description of the problem above, the author took the initiative to carry out school action research with the title: "Improving the Performance of Principals in Preparing School Development Plans through Sustainable Assistance in SMAN 3 Peusangan and Sirajul Mudi Private High Schools, Bireuen Regency, Academic Year 2020/2021".

From the above problems, it can be identified by the following questions: 1) The principal has not conducted an analysis of the school's strategic environment in accordance with the plan outlined in the school document, 2) The principal has not conducted a situation analysis to find out the current educational system site and has not yet formed the expected education in the future.

This school action research aims to:

To improve the performance of the principal in implementing the results of the School Implementation plan through continuous assistance at S MAN 3 Peusangan and Sirajul Mudi Private High School.To find out the process of implementing school development planning in S MAN 3 Peusangan and Sirajul Mudi Private High School.

1. Values of 91 to 100 are called very good.
2. Values 76 to 90 are called good.
3. Values 61 to 75 are called sufficient

3. METHODS

The school's action research was carried out by SMAN 3 Peusangan and Sirajul Mudi Private High School, Bireuen Regency, Aceh province, because the researcher was the school supervisor who was decreed by the head of the Aceh Provincial Office.

The target of the study is the head of SMAN 3 Peusangan and Sirajul Mudi Private High School, Bireuen Regency, with continuous guidance, it is hoped that it can improve the ability of the principal as a supervisor to compile school programs in accordance with the school development plan in accordance with the vision and mission of the school. In addition to the principal is also involved the teacher of the school committee / BP3, the school administration deputy.

The school action research data was sourced from the principal, teachers and administration in the schools that were the target of the study, namely the head of SMAN 3 Peusangan and Sirajul Mudi Private High School.

School action research techniques are carried out by evaluating initial conditions by assessing the program and implementation of rps in the two schools. The value of the initial condition is known

to be followed up with a troubleshooting discussion. One way to solve the problem of the principal as a supervisor is to implement school actions, namely by continuous guided coaching.

Data obtained by conducting an assessment of the preparation of the program and the implementation of continuous mentoring in schools before the action is carried out and after the action, the assessment using the assessment instrument of the principal as supervisor

The results of the assessment were recapitulated and averaged so that it was known that there was an increase in the principal's ability as a supervisor at the head of SMAN 3 Peusangan and Sirajul Mudi Private High School. Except with the principal's assessment instrument as a supervisor, data obtained by observation, interviews and notes made by the researcher during the implementation of the study.

The technique used in data validation is Triangulation. This triangulation technique is carried out by examining the correctness of hypotheses, constructs, and analysis by comparing between the views of researchers and collaborations in this case the principal as the target of the study, and the teacher, as well as the administration.

Data analysis in this school action research uses descriptive analysis techniques. This technique is used by comparing the results obtained from pre-cycle activities, the first cycle and the second cycle, so that an overview of the principal's ability to be improved as a supervisor will be obtained.

The indicator used in this school action research is to look at the improvement of the principal's ability as a supervisor. An indicator of the success of this school action research if the principal's competency score as a supervisor is good. Assessment of the competence of the principal as a supervisor with grades and designations in accordance with Peraturan Menteri negara Pendayagunaan Aparatur Negara dan Reformasi Birokrasi nomor 16 tahun 2009:

School Development (RPS) supported by school profiles (data) is prepared with the principal teacher of the school committee /BP3, the vice school administration.

Table 3. 2 : School Action Research Procedures

No	Cycle	Activities		Information
1	Cycle 1	1.	Planning	
		2.	Inauguration	
		3.	Observation	
		4.	Reflection	
2	Cycle 2	1.	Planning	
		2.	Implementation	
		3.	Observation	
		4.	Reflection	

This school action research is carried out in two cycles, with two cycles expected to change the performance of the principal in formulating and implementing the RPS program at SMAN 3 Peusangan and Sirajul Mudi Private High School.

Planning in cycle 1 is carried out activities as follows The initial activity of planning is to determine the subject of research. The subject of the study was the head of SMAN 3 Peusangan and Sma Swasta Sirajul Mudi. The preparation of supervisory assessment instruments, observation sheets are prepared at this stage. Researchers prepare by taking from various sources, and interview materials and notebooks are also prepared to record important things that happened during the first cycle. The attendance list of workshop participants and the author's documentation tool are well, so that the implementation of the first cycle can run smoothly and be well documented. The planning was carried out in early January 2021.

Implementation of Cycle I Actions, The implementation of cycle I actions is through the principal sending the RPS program via e-mail to the researcher with an e-mail address.

Observations of researchers are carried out during the activity, at each meeting, namely meeting 1, and through e-mail sent at the second meeting. From the observations, the researcher recorded each principal's activities using a notebook. The assessment of the principal as a supervisor of the researcher is carried out using the school competency assessment instrument as supervision on the assessment of the performance of the principal who has been modified by the score writing. Interviews researchers conducted with teachers and heads of administration and principals at both schools. With the observation of the process during continuous mentoring, and the observation of the results ofcoaching in the form of programs, schedules, and implementation, as well as follow-up supervision, the results of the interview can be used as a basis for assessing the ability of the principal.

The results of the assessment of the principal's competence as a supervisor at the head of SMAN 3 Peusangan and Sirajul Mudi Private High School in the first cycle are expected to show improvement. If cycle I has not met the researcher's target of good, then the school action research is continued with cycle II so that the target can be met by RPS in accordance with the school program.

4. RESULTS & DISCUSSION

Prior to the implementation of the results of this school action research, in the initial condition of the principals at SMAN 3 Peusangan and Sirajul Mudi Private High School, Bireuen Regency, they had not all received assistance on the guidance of

Table 4.1

Rps Preliminary Data Recapitulation before Removal

No	RPS components	Observations of 2 schools		
		Non-Compliant	Quite Appropriate	Very Suitable
1	School Profile		√	
2	School Mission	√		
3	School Vision	√		
4	Purpose	√		
5	SWOT Analysis	√		
6	Ideal Conditions		√	
7	Work Plans and Programs	√		
	Kelusion	√		

Based on the data obtained, the data can be detailed, that the RPS component is not in accordance with the school program.

After the action is taken, there is a change for the better. This also encourages the discipline of principals and school scholders so that the school program Development Implementation Plan process is more effective.

Before carrying out action on the problem in the initial condition, it only obtained a value of 20.00%. The results of the study in cycle I starting from plan, acting, observation and reflection tampa preparing document I which has been outlined in the RPS with a score of 24. Cycle I of the 2nd meeting increased by 37.5%, the readiness of the principal In improving performance in research school action should be re-planned in cycle II.

Based on the activities in cycle II, the principal's performance increased because the guidance provided had been able to be absorbed and applied when compiling the RPS, in the second cycle of meeting I the score was obtained 77.5%, the preparation of the RPS document for teaching had met the standard with a score of 32. At the 2nd meeting the value increased to an indicator value of 85% and the observation value obtained a score of 40 , this value has already reached the effective category.

From the implementation of this cycle in school action, it shows that there is an improvement in the quality of school quality and an increase in school achievement. The development of the educational aspects compiled in the RPS, will answer the question of how to overcome the gap between the facts that exist in the school and what results are expected to be achieved.

5. CONCLUSION

Based on the analysis of data from school action research, it was found that there is a relationship between continuous mentoring by school superintendents and increasing the competence of principals as supervisors. The results of this study have an impact on the principal, teachers and improving the performance of the principal in preparing the School Development Plan can be concluded:

1. Continuous assistance can improve the performance of the principal in implementing the results of the School Implementation Plan at SMAN 3 Peusangan and Sirajul Mudi Private High School.

2. Continuous assistance can find out the process of implementing school development planning in SMAN 3 Peusangan and Sirajul Mudi Private High School.

3. Cycle I score obtained 20%, RPS document preparation for teaching has met the standard with a score of 24. At the 2nd meeting the value increased to an indicator value of 37.5% and the observation value obtained a score of 40 , this value has already reached the category of less effective

4. Cycle II the principal's performance increased because the coaching provided had been able to be absorbed and applied when compiling the RPS, in the second cycle of the meeting I the score was obtained 77.5%, the preparation of the RPS document for teaching has met the standard with a score of 32. At the 2nd meeting the value increased to an indicator value of 85% and the observation value obtained a score of 40, this value has already reached the effective category.

The expected results obtained from these targets are (1) the achievement of increasing quality management competencies, (2) achieving an increase in personality, social, and skill competencies in various fields, (3) achieving an increase in competence in the field of communication, (4) achieving an increase in competence in the field of ICT, (5) achieving an increase in competence in the development of KTSP, and achieving an increase in other competencies as a school principal.

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