

Decision Making in the Context of Improving the Performance of Educational Staff at Santa Lucia Sei Rotan Elementary School

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Abstract

Decision making in order to improve the performance of educational staff and compare it with practices that occur in the field, to make decisions both operational decisions and strategic decisions that have an impact on the future of education units, especially students, educators and education staff. This research method uses qualitative. This type of research is descriptive qualitative research. The results show that decision-making in order to improve the performance of educational staff carried out by the principal of the Santa Lucia Sei Rotan Elementary School has been going well so far, this can be seen from the process and stages carried out by the principal of the decision-making school, namely the observation stage, collecting data, planning and identifying problems related to education in schools, then conducting deliberations among teachers, to adopt a policy, carrying out interpersonal approaches to teachers to carry out organizing activities, providing ideas and brilliant ideas, involving teachers in training activities and competitions. The strategy carried out by an education unit leader or school principal requires a decision-making process in order to improve the performance of educational staff, namely identifying a problem, clarifying and prioritizing goals, creating choices, assessing choices, comparing predicted consequences. on each choice with goals, choose the option with consequences with goals.

Keywords

Decision making; educational; staff performance



I. Introduction

Since ancient times education has contributed to humans in maintaining their survival and culture. Education is used by humans as a vehicle for forming character, skills, instilling values, forming national consciousness, overcoming poverty, developing knowledge, technology and all aspects of human civilization. There is no aspect of human civilization that develops without education.

Education is an activity that is very important to maintain the values that have developed in life (Nopriandi, 2018). According to Law Number 20 of 2003, regarding Educators, they are members of the community who devote themselves and are appointed to support the implementation of education. The duties of teaching staff include carrying out administration, management, development, supervision, and technical services to support the educational process in educational units. Determining the education staff with the best performance will have a positive impact on many people. Having qualified educational staff is very important for implementing a maximum education system. For

this reason, educational institutions must encourage higher academic achievement and improve the quality of their educational staff. Like a precious treasure,(Ambo et al., 2019).

Decision making is an activity that is always found in organizations. However, often the decisions taken do not have an effective impact on employee performance. This is caused by the frequent decision-making based only on the opinion and consideration of the leadership rather than based on the need to improve employee performance. Decision making also has an important meaning for the progress of an organization, especially because the future of an organization is determined by decision making. Making this decision is an important task for a leader. Good or bad someone carries out his role as a person Leaders are essentially judged by the decisions they make. Leaders are required to be able to make decisions in accordance with the changes that occur in their organizational environment. Because this will affect the goals, activities, policies, and tools used by the organization(Khaudli, Moh. Imam, Ulfiyati, Nur Shofa and Asngari, 2020).

The performance of educational staff is a series of activities carried out by teachers in accordance with the tasks they have handled. To be able to carry out these tasks properly, professional educators are needed. To be able to become a professional teacher is definitely closely related to the performance of the Education Personnel. One of the problems faced in achieving the current national development goals is how to produce potential and productive human resources to become quality human resources, and have high morale, discipline and work ethic.

Another problem that is still an obstacle for Santa Lucia Sei Rotan Private Elementary School is the weak spirit of competition, limited network, and weak solidity. This condition causes a stagnation of creation and innovation, the slow development of madrasas because they are unable to connect with other institutions that have the same vision and mission. The facts described above show how weak the decision-making pattern of the principal of SD Santa Lucia Sei Rotan Private Elementary School is supposed to be an important instrument for optimally supporting the performance of educational staff. This condition will affect all activities of SD Santa Lucia Sei Rotan Private Elementary School, including the performance of Education Personnel (teachers) in the context of successful curriculum implementation.

Recognizing the importance of the teacher's role in achieving educational goals, it is necessary to carry out professional coaching or development for educational staff, so that educational staff (teachers) are able to carry out their role effectively. Teacher performance is closely related to teacher competence. This means that to have good performance the teacher must be supported with good competence as well. Without having good competence, a teacher will not be able to have good educational staff performance.

Based on preliminary observations at SD Santa Lucia Sei Rotan Private Elementary School, it is obtained an illustration that the decision-making process that occurs is: First, the head of Santa Lucia Sei Rotan Private SD in making decisions is more likely to choose alternative decisions that can bring long-term and short-term benefits, by analyzing cost economically, pay attention to the ease of implementation, and pay attention to the speed of completion. Second, the principal of Santa Lucia Sei Rotan Private Elementary School in choosing alternative decisions does not use his formal power. Third, the principal of Santa Lucia Sei Rotan Private Elementary School tends to be open to residents by providing broad opportunities to express ideas, ideas,

The formulation of the problem is 1) The decision-making process in improving the performance of teaching staff at Santa Lucia Sei Rotan Private Elementary School? 2) What is the strategy in decision making to improve the performance of the Education Staff at Santa Lucia Sei Rotan Private Elementary School?

II. Review of Literature

2.1 Decision-making

Decision making is a routine work performed by those who occupy managerial roles in every organization. No matter how small the organization is, decision making is a part that must be done by its leaders. Decision making always accompanies every time the leader carries out organizational management functions, for example preparing organizational work plans, arranging personnel to carry out organizational activities, determining organizational resources, setting goals and objectives of the organization, and other activities, both of a non-formal nature. long, medium and short term with coverage ranging from strategic decisions to tactical and operational decisions(Patagu, 2021).

a. Decision Making Concept

In the perspective of organizational management, the activities of carrying out management functions such as planning, organizing, arranging personnel, directing and supervising, are all decision-making activities. Very precisely, the daily life of an executive, manager, head, chairman, director, chancellor, regent, governor, minister, commander, president, or any official, is actually a life that always struggles with decision making.(Salusu, 2000).

The opinion above shows how important decision making is for organizational survival. That is why, why the ability to make decisions is the main indicator that is often used as a benchmark to see the effectiveness of a person's leadership, both those who have or who will occupy leadership positions in an organization. Thus a madrasa head, who in his capacity is the head of an education unit, is required to understand comprehensively the issues related to decision making. Or in other words, he must have a good ability to make decisions.

Decision-making by the school principal aims for opinions that can solve a problem in a certain way/technique so that it can be more accepted by all parties. The problem must first be known and clearly formulated, while the solution must be based on selecting the best alternative from the existing alternatives(Murtiningsih and Lian, 2017).

b. Type of decision making

The types of decision making are:

1) Programmed decision making

This type of decision making contains an automatic response to predetermined policies. Problems that are repetitive and routine (operational) can be solved by making this type of decision. A big challenge for an analyst is to know these types of decisions and provide or provide methods to carry out programmed decision making anywhere. In order for decision making to be clearly defined and stated. If this can be done, the next work is just to develop an algorithm to make routine and automatic decisions. In most organizations there are opportunities to engage in programmed decision making because many decisions are made according to routine standard (operational) implementation procedures. The result of implementing this programmed (operational) decision making is to free up management for more important tasks. For example: the decision to order goods, the decision to collect receivables, and others.

2) Non-programmed decision making

Shows processes related to unclear issues, future and/or strategic issues. In other words, this type of decision-making includes decision-making processes to address issues that are less defined, unclear, uncertain, and unpredictable. These problems are generally complex, only a few known parameters and most of the known parameters are probabilistic, conditions. The preparation of medium-term work plans, annual work

plans, staffing management, financial budget management and all combinations are examples of problems that require decisions that are not programmed, complex and require a lot of data and information. Principals assisted by school administrators and other organizational managers are required to be able to answer these problems.

c. Decision making strategy (Decision Making)

Decision making is an election based on certain criteria for two or more possible alternatives. Decision making is done by most managers in the form of an awareness, thought activity that includes consideration, assessment and selection among a number of alternatives. The concept of a decision tree in the decision-making process. The decision tree consists of a number of nodes and branches where each branch represents decision alternatives. The decision tree is a tool in the management or leadership function to be able to map out alternative solutions to a problem.

One function of thinking is making decisions. The decisions people make vary. But the general signs include: decisions are the result of thinking, the result of intellectual effort, decisions always involve choices from various alternatives, decisions always involve concrete actions, although the implementation may be postponed or forgotten. The purpose of decision making is single (only one problem and not related to other problems). Multiple goals (problems are interrelated, can be contradictory or not contradictory). The activities carried out in the organization are intended to achieve organizational goals where it is desired that all activities run smoothly and goals can be achieved easily and efficiently. However, often there are obstacles in carrying out activities. This is a problem that must be solved by the leadership of the organization. Decision making is intended to solve the problem.

2.2 Education Personnel Performance

a. Definition of Performance

The term "performance" is a translation of performance which is often interpreted by scholars as "appearance", "performance", or "achievement".(Mankunegara, 2017).

The definition of performance in the opinion of a number of experts varies, depending on their respective perspectives. Anwar Prabu Mangkunegara defines performance as the result of work in quality and quantity that a person achieves in carrying out his duties according to the responsibilities given to him(Fatta, 2018).

Performance as an accumulation of competence and motivation. It was further explained that work performance or work performance (performance) is defined as an expression of ability based on knowledge, attitudes, skills and motivation in producing something(Irawan, 2017).

A number of notions about performance put forward by the experts mentioned above from the editorial and emphasis side have their own characteristics. Performance from the point of view of quality and quantity of work achieved by someone. Although they differ in various aspects of emphasis, they seem to agree that performance refers to what a person can do as his job demands(Patagu, 2021).

Based on the definitions mentioned above, performance can be formulated as the result of work achieved by a person or group of people in accordance with the demands of their responsibilities and authorities in order to achieve organizational goals legally, not violating the law and in accordance with morals and ethics. Thus, performance outcomes are indicators that we can use to conclude whether an organization, unit or employee is successful or failed, accomplished or not.

b. Education Personnel Performance Model

As an educator, there are at least three models in carrying out the duties of a teacher as an educator to carry out the teaching and learning process in the classroom, including the Rob Norris model, the Oregon model, and the Stanford model. According to (Khaudli, Moh. Imam, Ulfiyati, Nur Shofa and Asngari, 2020) states that the three models can be described as follows:

1) Model Rob Norris

This model states that there are teaching competencies that must be possessed by a teacher, including personal and professional qualities, teaching preparation, formulation of teaching objectives, teacher performance in teaching in the classroom, student performance, and evaluation.

2) Oregon models

In this model there are five teaching competencies that must be possessed by a teacher, including planning and preparation for learning, teacher's ability to teach and student's ability to learn, ability to collect and use information on learning outcomes, ability to personal relationships, ability to relate to professional responsibilities.

3) Stanford models

The Stanford model divides the teacher's teaching ability in the classroom into three parts, including the goal component, the teacher teaching component and the evaluation component.

III. Research Method

The location of this research is at Santa Lucia Sei Rotan Private Elementary School, North Sumatra. This type of research is qualitative research which is a special research object that cannot be examined statistically or by means of quantification. This type of research is descriptive qualitative research.

IV. Result and Discussion

4.1 The Decision-Making Process in Improving the Performance of Educational Staff at Santa Lucia Sei Rotan Private Elementary School

The decision-making process carried out by the school principal is carried out with the stages of observation, data collection, planning and identifying problems related to education in schools, then conducting deliberations among teachers, to make a policy or decision, the principal conducts approach- an interpersonal approach to teachers to carry out organizing activities, supervision as a controlling activity carried out by the principal as outlined in the teacher's work assessment, to increase the potential of the principal teacher to participate in teachers in training activities and competitions.

The decision-making process in order to improve the performance of education staff can be said to be correct by planning or formulating policies that are made then organizing, namely working together so that the policies that have been made can work and be implemented, namely carrying out the policies made and the last is carrying out evaluation in which the program is the vision and mission of schools and other educational programs made in order to improve the performance of educational staff to be more effective and efficient.

Principals must have basic skills as managers, namely, 1) technical skills (technical skills), 2) human relations skills (human relations skills) and, 3) conceptual skills technical skills regarding the special knowledge needed to carry out basic functions as a school coach. These technical skills include class observation, setting teaching goals, developing

teaching systems, demonstrating teaching skills carrying out research. Human relations skills (human relations skills) with regard to the ability of school principals to cooperate by motivating teachers to work seriously. This skill responds to individual differences, listens to suggestions from others, resolves conflicts and sets a good example. Meanwhile, conceptual skill is the principal's ability to make decisions and see important relationships in achieving goals. This activity also includes prioritizing, analyzing the environment, monitoring and controlling class activities.

The decision-making process carried out by the school principal must encourage the realization of the vision and mission of the school through planned and gradual programs. The principal as a decision maker must own and understand the performance of educational staff

- 1) Personal competence, namely having a noble character, developing a culture and tradition of noble character and being an example of the character of a leader's personality. Have personal integrity as a leader. Have a strong desire to develop themselves as a school principal. Being open in carrying out their main tasks and self-control functions in dealing with problems in their work as school principals, having talent and interest in positions as school principals,
- 2) Managerial competence in preparing school plans for various levels according to needs,
- 3) Having an entrepreneurial spirit, namely creating innovations that are useful for school development, working hard to achieve school/madrasah success as an effective learning organization. Have a strong motivation to succeed in carrying out their duties and functions as a leader who never gives up and always seeks the best solution in facing the school. Have an entrepreneurial instinct in managing school/madrasah product/service activities for student learning resources,
- 4) Carry out supervision, namely planning an academic supervision program in order to increase teacher professionalism,
- 5) Work socially, must cooperate with other parties for the benefit of the school. work hard to achieve the success of the school/madrasah as an effective learning organization. Have a strong motivation to succeed in carrying out their duties and functions as a leader who never gives up and always seeks the best solution in facing the school. Have an entrepreneurial instinct in managing school/madrasah product/service activities for student learning resources,
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- 5) Work socially, must cooperate with other parties for the benefit of the school.

The decision-making process carried out by the principal based on educational competence will result in a decision to improve the performance of the education staff. Schools that are given school-based autonomy with the intention that the principal can compile, implement and make decisions on school programs that are in accordance with the school community. Decision making is a reflection of the principal's attitude as a leader, this cannot be separated from the quality and performance of the principal.

Principals in decision making are carried out by involving directly with representatives of the curriculum, teachers in determining the policies of the schools they lead, in teaching and learning activities the teachers are more varied in learning. The firmness of the school principal as a manager in the decision-making process involves all teacher boards in the school environment, there is an increase in teacher attendance,

collaboration between teachers. The school principal has the social skills to mobilize teachers, employees, stakeholders in their duties, responsibilities, and authority in making decisions for the betterment of the school.

The knowledge possessed by the principal in the form of ideas and ideas is used to be implemented by teachers for the betterment of the school they lead. Learning process activities are more varied and the ability to use IT for learning and administrative activities. To achieve success, the ability to face and overcome difficulties, accept risks, the leader will be able to empower himself to achieve success. Leaders who have higher resilience will influence and improve performance, productivity, creativity, health, persistence, endurance and greater validity than those who have low resilience. The results of this study concluded that the performance of Santa Lucia Sei Rotan Private Elementary School teachers had increased,

4.2 Strategy in decision making to improve the performance of Education Staff in Santa Lucia Sei Rotan Private Elementary School

Decision-making by the principal of SD Santa Lucia Sei Rotan Private Elementary School has been going well so far, this can be seen from the process and stages carried out by the principal of the decision-making school, namely the observation, data collection, planning and identifying related issues. with education in schools, then hold deliberations among teachers, to adopt a policy, carry out interpersonal approaches to teachers to carry out organizing activities, provide brilliant ideas and ideas, involve teachers in training activities and competitions, and supervision as control activities as outlined in the performance evaluation of educational staff, this is useful for increasing the potential and performance of educational staff, to improve the quality of teaching and learning and achievement of SD Santa Lucia Sei Rotan Private Elementary School, this is in line with the principal's duties as a leader who has the functions of planning (planning), organizing (organizing), giving encouragement (actuating), monitoring (controlling).

Principals must have a strategy in making decisions to improve the performance of education staff in teaching, including:

- a. involving teachers and school staff in training conducted by foundations and related agencies (KCD). The principal also provides opportunities for teachers to take part in outside activities carried out by related agencies or organizations such as the MGMP or the like. These activities are almost the same as activities held by foundations such as training and seminars. However, only a few teachers participated in this activity, so the school principal scheduled seminars/training activities from the service. Training/seminar organized by the service is carried out at the beginning of each new school year. The school principal hopes that teachers or school staff who take part in training/seminar activities, both schools and related offices, can further develop their teaching abilities and educate students.
- b. provide opportunities for teachers to develop methods and models of learning in class. In addition to being the highest leader in the school, the principal also has the task of being an educator and leader to provide direction, example and advice to teachers. This is consistent with the leadership role of the school principal from Mulyasa's opinion which says that the principal has a role as a driver as well as a determinant of the direction of school policy so that a goal is achieved. The principal provides an opportunity for teachers to convey ideas about learning methods that are carried out in one week of learning. Submission of this idea is carried out in meetings every Thursday or Friday after Friday prayers. This meeting is outside of seminars, training or school meetings.

- c. the principal carries out supervision or observation. Supervision is not only for teachers, but also for education staff. This schedule of supervision activities is carried out twice in one learning semester, namely in the first three months of learning and one month before the final semester assessment is carried out. Executions on the ground were often unexpected or carried out suddenly. The principal wants to see the readiness of teachers in teaching starting from lesson plans, learning media, and others. Because there are teachers who have not prepared everything carefully before starting learning. If during the supervision there are teachers who have not prepared, then the principal will verbally reprimand so that this is not repeated.
- d. carry out performance evaluations of teachers, other educators (associate teachers), and school staff. The implementation of the performance evaluation is divided into three stages, namely the beginning of the semester, the middle of the semester, and the end of the semester. The principal evaluates teacher performance in all aspects, from the readiness of learning materials to the way teachers deal with students in class. Not only teachers are evaluated by the principal, but other staff and educators. The time for performance evaluation is carried out after school.
- e. Give rewards or awards to teachers and staff. This award is not only given to teachers or staff who have good performance in teaching. Instead, it is divided into performance categories such as discipline, creative, humble, tough, innovative, caring, and so on. All educators and education staff can get this award if they are included in the category. This award is given at least at the end of the semester at the end of the semester meeting. The principal hopes that by giving this award, teachers and staff will have a good spirit again in teaching and accompanying students in learning.

V. Conclusion

The decision-making process by the principal of the Santa Lucia Sei Rotan Private Elementary School has been going well so far, this can be seen from the process and stages carried out by the principal of the decision-making school, namely the observation, data collection, planning and identifying problems. relating to education in schools, then conducting deliberations among teachers, to adopt a policy, carrying out interpersonal approaches to teachers to carry out organizing activities, providing brilliant ideas and ideas, involving teachers in training activities and competitions, and supervision as a controlling activity as outlined in the teacher's work assessment, this is useful for increasing the potential and performance of educational staff, to improve the quality of teaching and learning and achievement of SD Santa Lucia Sei Rotan Private Elementary School, this is in line with the duties of the principal as a leader who has the functions of planning, organizing, giving encouragement, and supervising.

Decision making is a selection process based on certain criteria for two or more possible alternatives. Every activity or strategy that will be carried out by an education unit leader or the principal of the Santa Lucia Sei Rotan Private Elementary School requires a decision-making process. The six steps in decision making are: identifying a problem, clarifying and prioritizing goals, creating choices, assessing options, comparing the predicted consequences of each choice with goals, selecting options with consequences consequences with goals.

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