



THE IMPROVEMENT OF SCHOOL PRINCIPAL'S SOCIAL COMPETENCE THROUGH GIVING REWARDS AT PUBLIC ELEMENTARY SCHOOLS OF KAMPAR KIRI TENGAH IN KAMPAR

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ABSTRACT

The background of the research in this paper is the low social competence of School Principals at the Public Elementary Schools of Kampar Kiri Tengah sub-districts in Kampar. It can be seen from the initial survey conducted by the researchers. Most teachers, apparently, had not made collaboration either individually or in groups in improving schools. The type of research is School Action Research. Based on the results of the data presentation and discussion, it can be concluded that giving rewards can improve the social competence of School Principals at the Public Elementary Schools of Kampar Kiri Tengah sub-districts in Kampar. In terms of the aspect of giving rewards delivered by tutors, it is seen that from cycle I the score increased in cycle II. If in cycle I the percentage score was 74% and in cycle II it was subsequently higher by getting a percentage score of 86%. In the aspect of the School Principal's social competence, the percentage score in the first cycle was 58.1% with the sufficient category and in the second cycle, it increased to 82.4% with the good category. It means that the improvement of the School Principal's social competence through giving rewards at public elementary schools of Kampar Kiri Tengah sub-districts in Kampar is considered to be successful.

Keywords: school principal, social competency, giving reward

PENINGKATAN KOMPETENSI SOSIAL KEPALA SEKOLAH MELALUI PEMBERIAN REWARD DI SEKOLAH DASAR NEGERI SEKECAMATAN KAMPAR KIRI TENGAH KABUPATEN KAMPAR

ABSTRAK

Latar belakang penelitian pada artikel ini adalah rendahnya kompetensi sosial kepala sekolah di Sekolah Dasar Negeri Sekecamatan Kampar Kiri Tengah kabupaten Kampar. Hal ini dapat dilihat dari survei awal yang peneliti lakukan. Ternyata sebagian besar guru belum menjalin kerja sama baik secara individual maupun kelompok dalam meningkatkan sekolah. Jenis penelitian adalah Penelitian Tindakan Sekolah. Berdasarkan hasil penyajian data dan pembahasan, maka dapat diambil kesimpulan bahwa pemberian *reward* dapat meningkatkan kompetensi sosial kepala sekolah di Sekolah Dasar Negeri Sekecamatan Kampar Kiri Tengah Kabupaten Kampar. Pada aspek pemberian *reward* yang dibawakan oleh tutor diketahui bahwa dari siklus I meningkat pada siklus II. Jika pada siklus I mendapatkan skor sebesar 74% maka pada siklus II sudah lebih baik dengan mendapatkan perolehan skor sebesar 86%. Pada aspek kompetensi sosial Kepala Sekolah, pada siklus I sebesar 58,1% dengan kategori cukup dan pada siklus II meningkat menjadi 82,4% dengan kategori baik. Artinya bahwa peningkatan kompetensi sosial Kepala Sekolah melalui pemberian *Reward* di sekolah dasar negeri sekecamatan Kampar Kiri Tengah kabupaten Kampar dikatakan berhasil.

Kata Kunci: kepala sekolah, kompetensi sosial, pemberian *reward*

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INTRODUCTION

Education is one of the most important things in life, this means that every human being has the right to receive and hopes to always develop in education (Ernata, 2017) . Education is very important in shaping student character, one form of developing character values in

students that can shape positive behavior is by instilling disciplinary character values in education (Anggraini et al., 2019) . Education is a strategic tool to improve the quality of a nation, because the progress of a nation can be measured by the progress of education (Azainil et al.,

2018). Thus, educational institutions must strive to take steps to innovate in education with professional management, so that educational institutions can produce graduates (future generations) who are reliable, both intellectually, skillfully and spiritually, who are ready to plunge into the midst of society (Harliansyah & Ammon, 2022) . Improvements in the world of education have often been made by the government in order to achieve a higher quality education (Hasibuan & Mansurdin, 2021) .

The position of the principal in the implementation of education in schools is a central figure who is responsible for the smooth running of the educational process in schools. Human resources, finance, facilities and infrastructure and information will not be able to play an optimal role in achieving school goals to be managed properly by the school principal (Harliansyah & Amon, 2022) . The role of the principal has undergone major changes, becoming more complex, and shifting from the role of building manager to becoming a visionary instructional leader (Hanim & Wazir, 2021). In terms of improving the quality of education, the study conducted by Lochmiller and Mancinelli (2019) contributed to a global body of research that examines the enactment of school principals' discourse and policy steps toward increasing principal autonomy (Hanim, 2018; Lorensius et al., 2021).

Liebowitz and Porter (2019) state that the principal as a school leader holds a position that has a major role in maintaining and improving the quality of learning in schools. Principals who work as learning leaders ensure that the quality of teaching is a top priority in schools. The role of the principal in this position is unique because it is between the public and internal areas of the school, so that the principal in carrying out his leadership function requires support, trust, and the active involvement of all components, innovation in improving quality and advancing the school (Zhang et al. , 2018). Despite the key role of school principals in improving the quality of education in schools, other research, especially in developing countries, shows that the role of school principals is very limited (Hallinger & Lee, 2013).

Based on observations and experiences during research, researchers found that there were still principals who were incompetent, because some principals did not have social competence so they could not manage the school properly, there were some principals who could not cooperate either individually or in groups. in improving schools and some school principals are less able to know and understand the functions of each social institution. This will certainly affect Indonesia's educational goals which have an impact on demands for changes in competencies that must be possessed by school principals in order to be able to carry out their duties (Hidayat et al., 2019) .

The competence of the school principal is very important so that what is aspired to can be realized. The competence of school principals based on the Regulation of the Minister of National Education Number 13 of 2007 concerning School/Madrasah Principal Standards is personality competence, managerial competence, entrepreneurial competence, supervision competence, and social competence (Ministry of Education and Culture Research and Development, 2013). At this time, it requires that principals must have prime leadership, prime leadership in question is a principal capable of leading teaching and learning, developing oneself and others, Leading improvement, renewal, and opportunities, leading school management, involving and working with the community (Aitsl, 2015). The principal's leadership also includes educators, managers, administrators, supervisors, leaders, innovators and motivators as examples in carrying out tasks at school (Minsih et al., 2019). Managers are individuals who are directly responsible for ensuring that activities within an organization are carried out with members of the organization (May et al., 2020).

Improving the work of school principals can be done through motivation. Principals who are motivated will be proactive in their work so that it will lead to job satisfaction and be able to meet the needs of teachers in their schools (Suhartatik & F.nagel, 2016) . The method that can be used to provide motivation is by giving rewards, rewards means rewards, gifts, awards, or rewards (Kompri, 2016). Reward as an

educational tool is given when someone does something good, or a target has been achieved. Someone will continue to try to improve and maintain discipline if the implementation of that discipline results in achievement and productivity which will then be rewarded (Anggraini et al., 2019). The purpose of this research is to improve the social competence of school principals through giving rewards so that cooperation can be established both individually and in groups in improving schools.

METHOD

School action research (PTS) conducted in State Elementary School in Kampar Kiri Tengah District, Kampar Regency. The population in this study were all school principals in the Kampar Kiri Tengah District State Elementary School, Kampar District, which is in the target area. The researcher as the school supervisor examined the principals of 9 schools. This research was carried out for 1 month in March 2022 and was carried out in two cycles, while each cycle was carried out in 2 meeting times. Every cycle covers *planning* (plan), *action* (action), *observation* (observation), and *reflection* (reflection) (Arikunto, 2016). While the method of collection is by making observations, observation is a data collection technique that has specific characteristics when compared to other techniques. (Sugiyono, 2017). The data analysis technique in this study uses a percentage formula (Arikunto, 2021).

RESULTS AND DISCUSSION

Cycle I Activities

1. Planning

In the planning or preparation stage of this action, the steps taken are as follows: Preliminary study of the social competence of school principals, make an observation sheet for the principal's social competency activity, researchers and colleagues made reports of observation sheets on the management of *rewards* and social competence.

2. Action Implementation

Focus on the principal to follow the directions given by the facilitator, explain the subject matter with sentences that provide motivation, praising and flattering in front of other principals if the answer is correct, giving assignments in a relaxed atmosphere such as making a lesson plan with several learning models, discuss the tasks that have been done by the principal, freeing the principal from some obligations, give *rewards* to school principals who can do the job correctly

3. Observation

In the implementation of *reward* which was presented by the researcher for the first time in cycle I, there was an achievement of 7.4 % from all aspects that were observed and assessed. This means that it still requires repetition in the next cycle because it is not very satisfying. The results of research observations on the activities of researchers who at that time gave directions will be described in Table 1 below.

Table 1. Aspects of giving *rewards* by the facilitator in Cycle I

No	Assessment aspect	Alternative				
		SB	B	S	J	SJ
1	Focus on the principal to follow the directions given by the facilitator		√			
2	Explain the subject matter with sentences that provide motivation			√		
3	Praising and flattering in front of other principals if the answer is correct			√		
4	Giving assignments in a relaxed atmosphere such as making a lesson plan with several learning models		√			
5	Discuss the tasks that have been done by the principal		√			
6	Freeing the principal from some obligations		√			

7	Give <i>rewards</i> to school principals who can do the job correctly	√
Amount		20 6
Total score = 26 / 74% implementation achievement		

Source: Observation Data, 2022

Information:

SB : Very good = 5, B : Good = 4, S : Medium = 3, A : Ugly = 2, SJ : Very Ugly = 1. From the table above it can be explained as follows: In the aspect of focusing attention on the school principal, a score is obtained in the moderate category, in the aspect of explaining subject matter with sentences that provide motivation, scores are obtained in the moderate category, in the aspect of praising and flattering in front of other school principals, if the answer is correct, a score in the good category is obtained, in the aspect of giving assignments in a relaxed

atmosphere, scores were obtained in the good category, in the aspect of discussing the tasks that have been done by the principal, scores are obtained in the good category, in the aspect of freeing the principal from some obligations, a score was obtained in the good category, in the aspect of giving *rewards* to school principals who can do the task correctly, scores are obtained in the good category

Then to find out the social competence of the school principal can be seen from the results of the following assessment :

Table 2. Social Competence of Principals in Cycle I

NO	Pedagogic Competence	PERCENTAGE
1	Skilled in working with others based on the principle of mutual benefit and benefit the school	57.5%
2	Able to participate in social activities in the community	53.3%
3	Having social sensitivity towards other people or groups	63.3%
Average		58.1%

Source: Observation data, 2022

From the data above it can be concluded that obtaining a percentage of the social competence aspect of the school principal obtained an average percentage of achievement of 58.1 % or in the sufficient category . For more details, it can be seen in the following description: Skilled in working with others based on the principle of mutual benefit and benefiting the school by 57.5%, able to participate in social activities in the community by 53.3%, having social sensitivity towards other people or groups of 63.3%.

4. Reflection

The results of data analysis for each step of implementing the action are described by the author at this stage. So according to the results of research on social competence through giving

rewards at State Elementary Schools in the Kampar Kiri Tengah District, Kampar Regency is not optimal . While other aspects also still need correction and improvement in the next cycle, namely cycle II.

A. Cycle II Activities

1. Planning

In the planning or preparation stage of this action, the steps taken are as follows: Preliminary study of the social competence of school principals, make end of cycle test questions, make an observation sheet for the principal's social competency activity, researchers and colleagues made reports of observation sheets on the management of *rewards* and social competence.

2. Action Implementation

Focus on the principal to follow the directions given by the facilitator, explain the subject matter with sentences that provide motivation, praising and flattering in front of other principals if the answer is correct, giving assignments in a relaxed atmosphere such as making a lesson plan with several learning models, discuss the tasks that have been done by the principal, freeing the principal from some obligations, give *rewards* to school principals who can do the job correctly

3. Observation

In the implementation of *reward* presented by the researcher for the first time in cycle I I saw an achievement of 86 % of all aspects observed and assessed. This means that it still requires repetition in the next cycle because it is not very satisfying. As for the results of research observations on the activities of researchers who at that time gave directions will be described in table 4 following.

Table 3. Aspects of *rewarding* by the facilitator in Cycle I I

No	Assessment aspect	Alternative				
		SB	B	S	J	SJ
1	Focus on the principal to follow the directions given by the facilitator		√			
2	Explain the subject matter with sentences that provide motivation		√			
3	Praising and flattering in front of other principals if the answer is correct		√			
4	Giving assignments in a relaxed atmosphere such as making a lesson plan with several learning models	√				
5	Discuss the tasks that have been done by the principal		√			
6	Freeing the principal from some obligations	√				
7	Give <i>rewards</i> to school principals who can do the job correctly	√				
Amount		15	16			
Total score = 31 / 86% implementation achievement						

Source: Observation Data, 2022

Information:

SB : Very good = 5, B : Good = 4, S : Medium = 3, A : Ugly = 2, SJ : Very Ugly = 1. From the table above it can be explained as follows: In the aspect of focusing attention on the school principal, a score was obtained in the Good category, in the aspect of explaining the subject matter with sentences that provide motivation, scores are obtained in the good category, in the aspect of Praising and flattering in front of other school principals, if the answer is correct, a score is obtained in the very good category, in the aspect of giving assignments in a relaxed

atmosphere, scores were obtained in the good category, in the aspect of discussing the tasks that have been done by the school principal, a score is obtained in the very good category, in the aspect of freeing the principal from some obligations, a score was obtained in the very good category, in the aspect of giving *rewards* to school principals who can do the task correctly, scores are obtained in the very good category

Then to find out the social competence of the school principal can be seen from the results of the following assessment :

Table 4. Social Competence of Principals in Cycle I I

NO	Pedagogic Competence	PERCENTAGE
1	Skilled in working with others based on the principle of mutual benefit and benefit the school	77.1%
2	Able to participate in social activities in the community	79.2%
3	Having social sensitivity towards other people or groups	90.8%
Average		82.4%

Source: Observation data, 2022

From the data above it can be concluded that obtaining a percentage of the social competence aspect of the school principal obtained an average percentage of achievement of 82.4% or in the good category . For more details, it can be seen in the following description: Skilled in working with others based on the principle of mutual benefit and benefiting the school by 77.1%, able to participate in social activities in the community by 79.2%, have social sensitivity towards other people or groups of 90.8%.

4. Reflection

Based on the data obtained from the observations, it can be concluded that all reward *activities* carried out by researchers

have experienced developments in 2 cycles. Thus there is no need for the next cycle of activities because according to researchers social competence has been achieved expected at a good value.

Discussion

From the results of research in the first cycle, it shows that the aspect of giving *rewards* in cycle I has not reached the set indicators. This indicates that the process of disciplinary training provided by the principal still needs better planning by taking into account the strengths that have been identified in cycle I as the basis for improvement in cycle II.

Table 5. Award Achievement _

KET	SCORE	Achievement
CYCLE I	26	74 %
CYCLE II	31	86 %

From the table above it is known that from the aspect of giving *rewards* delivered by tutors it is known that from cycle I it increased in

cycle II. If in cycle I got a score of 26 then in cycle II it was better by getting a score of 31 . To make it clearer, it can also be seen in curve 1.



Figure 1. Achievement of reward

The increase in the delivery of material by researchers who are also facilitators also has

implications for increasing the social competence of school principals .

Table 6. Comparison of Principal's Social Competence in Cycles I and II

KET	PERCENTAGE OF CLASSIC ACTIVITY	CATEGORY
CYCLE I	58.1%	Enough
CYCLE II	82.4%	Good

In the aspect of social competence of school principals, it was found that in cycle I it was 58.1 % in the sufficient category and in cycle

II it increased to 82.4% in the category Good. To make it clearer, it can be seen in the following curve.

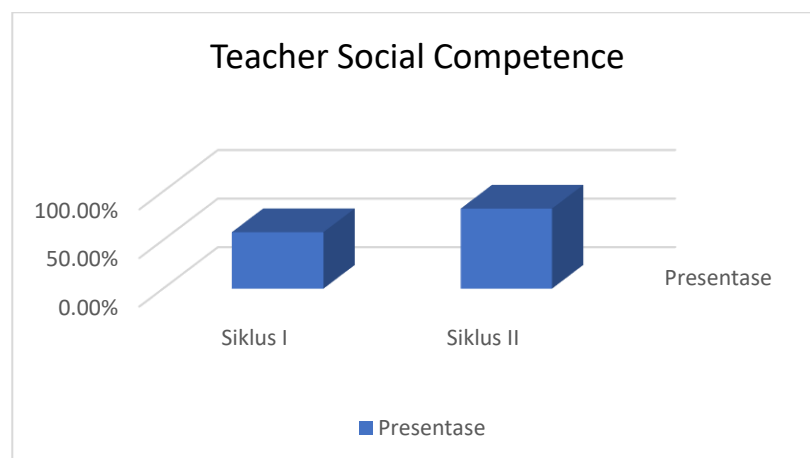


Figure 2. Comparison of the Social Competence of Principals in Cycles I and II

Increased reward activities from cycle I to cycle II has implications for the social competence of the principal. Thus, if this success has been achieved, there is no need for the next cycle. In the aspect of giving *rewards* delivered by tutors, it is known that from cycle I it increased in cycle II. If in cycle I got a score of 74% then in cycle II it was better by getting a score of 86%. In the aspect of social competence, the principal obtained in the first cycle was 58.1% in the sufficient category and in the second cycle it increased to 82.4% in the good category. This means that increasing the social competence of school principals through giving *rewards* in public elementary schools in the Kampar Kiri Tengah sub-district, Kampar Regency, is said to be successful.

The performance of school principals can be monitored and measured based on technical specifications or skills criteria that must be possessed by each school principal (Manik & Siahaan, 2021). The competencies that school principals must have are the dimensions of personality, managerial, entrepreneurial, supervision, and social competencies (Hidayat et al., 2019). That way it will be easier for the school principal to understand all the policies set forth in the form of regulations (Siregar et al., 2020). The efficacy of reward as an educational tool to get feedback will be felt if the application is right (Ernata, 2017). Reward is a way that is done by someone to give an award to someone for doing something right, so that someone can be enthusiastic again in doing certain tasks and is more motivated in doing something else and the process is better so that someone is able to achieve the success of something he does (Sabartiningsih et al., 2018).

CONCLUSIONS AND RECOMMENDATION

The improvement in the delivery of material by researchers who are also facilitators also has implications for increasing the social competence of school principals. In the aspect of giving rewards delivered by tutors, it is known that from cycle I it increased in cycle II. If in cycle I got a score of 74% then in cycle II it was better by getting a score of 86%. In the social

competence aspect, the head of school was found in the first cycle of 58.1% in the sufficient category and in the second cycle it increased to 82.4% in the good category.

It is better if this social competency improvement is not only applied to school principals, but can also be applied to teachers in each school who have been the subject of this school action research.

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