

## **Lecturers' Perceptions About the Implementation of Functions of Head of Higher Education**

**Sri Mures Walef<sup>1</sup>, Nikmatulaili<sup>2</sup>, Rusdinal<sup>2</sup>, Nurhizrah Gistituati<sup>2</sup>**

<sup>1</sup>STKIP yayasan Abdi Pendidikan, Indonesia, <sup>2</sup>Universitas Negeri Padang, Indonesia

Corresponding author e-mail: [rusdinal@fip.unp.ac.id](mailto:rusdinal@fip.unp.ac.id)

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**Abstract:** The purpose of this study is to describe the lecturers' perceptions of the implementation of the functions of the chairman of STKIP Abdi Pendidikan in terms of administrators and managers. This type of research is quantitative using descriptive methods. The research population is also the research sample, which consists of 36 lecturers and educational staff. The research instrument is a questionnaire that has been tested for its validity and reliability. The results showed that the lecturer's perception of the implementation of the chairperson's function was in the good category with an average score of 3.87. The lecturer's perception of the implementation of the chairman's manager function is in the good category with an average score of 3.83. So, the lecturer's perception of the implementation of the administrator and manager functions of the head of STKIP YAP is in the good category with an average of 3.85.

**Keywords:** Functions, Leader, Lecturers, Perceptions

### **A. Introduction**

Quality education can produce quality and productive human resources (Julaiha, 2019). Educational institutions have a function as education providers specifically designed to educate through guidance in accordance with government policies. Higher education is an institution that is complex and unique. It is complex because as an organizational unit in it there are various components which are interrelated and mutually determine each other. While it is unique as an organizational unit, it has certain characteristics that other organizations do not have. Among the uniqueness is the occurrence of a learning process and the place where the acculturation of human life takes place.

Higher education is one of the organizations that needs to be managed properly, therefore it requires a leader who is able to organize the organization in order to achieve goals and is able to work with a number of people in higher education. According to (Marzuwan et al., 2016) characteristics of good and successful leaders have certain traits and skills. Its characteristics include being able to adapt to situations, sensitive to the social environment, ambitious and result oriented, assertive, able to work together, convincing, independent, able to influence others,

resistant to stress and able to assume responsibility. Furthermore, Kasali said that a leader moving from level one to level five requires 5 elements, namely Vision, Courage, Reality and Ethics (Riyatuljannah, 2020). This is a series of activities that must be controlled in a competitive manner and managed successfully. This is what education administration or higher education management says.

Educational administration is a series of efforts to realize optimal results to achieve educational goals through all the potential that exists in these educational institutions such as lecturers, educational staff, facilities and infrastructure and the surrounding environment. In this case the role of the leader is needed (Sari et al., 2021) said leadership is how the leader's way or strategy in influencing, motivating and empowering every available resource to achieve the goals set in an organization. The leader's attention greatly influences the activities to be carried out in an institution. According to (Efendi et al., 2019) stated that a leader who has high concern, both for completing tasks and for human relations, will lead more effectively, especially if he acts as a person who can help his subordinates when they are in trouble. Wise, loving, and sincere leaders will create more open, two-way communication that will result in a better mutual understanding.

The leadership of the head of STKIP is responsible for the smooth implementation of education and the learning process. To guarantee and create high rationality, there needs to be a systematic process of activity. The activity process in its application is called the main function of leadership. Endang Mulyasa said that the leadership function is summarized in the term EMASLIM-FM namely the functions of educator, manager, administrator, supervisor, leader, innovator, and motivator, figure and mediator. So thus, the work of school principals is increasing day by day and always increasing in accordance with the expected development of education (Djunaidi, 2017). Furthermore, Helmawati has seven main roles as Chair, namely as: 1) educator, 2) manager, 3) administrator, 4) supervisor, 5) leader, 6) creator of the work climate and 7) guidance and counseling services (Mulyati, 2022).

It is this main function that must be carried out by the head of the tertiary institution to realize the goals of the Higher Education in accordance with the vision and mission. In carrying out their duties properly, the head of the tertiary institution should understand, master and be able to carry out activities related to the duties and functions of leadership. (Wardah, Suhardi, 2023) said an educator the success or even failure of an institution is largely determined by the leader of the institution.

From the background of the problem, the researcher focuses on research on lecturer perceptions about the implementation of the functions of the chairman of the STKIP Abdi Pendidikan Foundation in terms of the Chairperson of STKIP as an administrator covering curriculum administration, personnel, facilities and infrastructure, and finances.

## **B. Methods**

This type of research is classified in quantitative research with descriptive methods. According to (Sugiyono, 2010), quantitative research is a research method

based on the philosophy of positivism that is used to examine specific populations or samples. Sampling techniques are generally random, data collection uses research instruments, and data analysis is quantitative/statistical with the goal of testing the hypothesis that has been set. The research population is also the research sample, which consists of 36 lecturers and educational staff. The research instrument is a questionnaire that has been tested for its validity and reliability. The research instrument is a questionnaire that has been tested for its validity and reliability. The questionnaire was prepared using the Likert scale model with five alternative answers, namely always (SL), often (SR), sometimes (KD), rarely (JR), never (TP) the weight of the answers will be given 5, 4, 3, 2, 1. Data will be processed based on the chairman as administrator covering curriculum, personnel, facilities and infrastructure and finance and the function of the chairman as manager includes planning, organizing, actuating and supervising. The data analysis technique used in this study is based on questions and research objectives from the focus, then data analysis is carried out after all data has been collected using data analysis techniques according to (Matthew B Miles & Michael., 1992) with 3 steps as follows: data reduction, data display and data verification.

### **C. Results and Discussion**

Teacher perception data on the implementation of the functions of the chairman of STKIP YAP. The results of the research on perceptions about the implementation of the functions of the head administrator of STKIP include curriculum administration, personal administration, facilities and infrastructure administration and financial administration. Meanwhile, perceptions about the implementation of the functions of the head manager of STKIP include planning, organizing, actuating and supervising activities.

#### ***Lecturer Perceptions of the Implementation of Administrator Functions***

In this section, the lecturer's perceptions regarding the implementation of the functions of the head of STKIP YAP will be explained in personal administration, administration of facilities and infrastructure and financial administration along with explanations.

#### **Curriculum Administration**

Data regarding lecturers' perceptions of the implementation of the chair administrator's functions related to curriculum administration management are shown in the following table.

**Table 1. Results of Lecturers' Perceptions about the Implementation of Curriculum Administration Functions**

No	Question	SL		SR		KD		JR		TP		N	Average score
		f	%	f	%	f	%	f	%	f	%		
1	The chairperson compiles a semester curriculum activity plan with the lecturer	5	1,7	7	7,2	2	5,5	1	2,8	1	2,8	36	4,22
2	The chairman asked the lecturer to submit the semester's RPS	14	38,9	15	41,6	5	13,9	1	2,8	1	2,8	36	4,1
3	The learning schedule is based on the nature/ characteristics of the course	12	33,3	18	50	5	13,9	1	2,8	-	-	36	4,13
4	The division of recommended courses is based on the lecturer's area of expertise	19	52,8	10	27,8	6	16,6	1	2,8	-	-	36	4,30
5	The head of STKIP monitors the smooth implementation of lecturer teaching duties	7	19,4	19	52,8	8	22,2	1	2,8	1	2,8	36	3,83
6	The chairman arranges a shared semester exam schedule for all levels	12	33,3	21	58,4	14	38,9	1	2,8	-	-	36	4,22
7	Student exam results are documented completely and systematically.	21	58,4	14	38,9	1	2,8	-	-	-	-	36	4,55
Amount		278		317		80,4		16,8		8,4		29,36	
Average		39,7		45,3		11,5		2,4		1,2		4,19	

Table 1 data describes the aspects that are assessed, showing that the head of STKIP YAP always documents exam results in a complete and systematic manner, it can be seen from 58.4% who answer always and even no lecturers who answer never and always 19.4% the chairperson monitors the smooth implementation of the lecturer's duties. In addition, 58.4% of chairpersons often arrange the same semester exam schedule for each class and lecturers say that 27% of chairpersons divide the subjects to be taught based on the lecturer's area of expertise.

Thus, it can be seen that the average curriculum administration management perception of lecturers is 39.68% said always, 45.24% said often, 11.48% said sometimes, 2.4% said rarely and 1.2 said never. So that the lecturer's perception of the implementation of the functions of the administrator of the STKIP Abdi Pendidikan Foundation in terms of curriculum administration management is in the good category with an average acquisition of 4.19.

### Personnel Administration

Data regarding teacher perceptions about the implementation of the functions of the head administrator of the STKIP Abdi Pendidikan Foundation related to personnel management are shown below.

**Table 2. Results of Lecturers' Perceptions about the Implementation of the Personnel Administration Function**

No	Question	SL		SR		KD		JR		TP		N	Average score
		f	%	f	%	f	%	f	%	f	%		
1	The chairperson involves lecturers in conducting job analysis to determine the needs of lecturers on campus	7	19,4	12	33,3	10	27,8	6	16,6	1	2,8	36	3,5
2	The chairman gives assignments to lecturers fairly	8	22,2	9	25	16	44,4	3	8,3	-	-	36	3,61
3	The chairman's learning schedule motivates lecturers to be promoted once every 2 years	9	25	11	30,5	5	13,9	6	16,6	5	13,9	36	3,36
4	Data regarding campus personnel is fully documented	15	41,7	12	33,3	7	19,4	1	2,8	1	2,8	36	4,08
	Amount		108,3		122,1		86,1		44,3		19,5		14,55
	Average		27,07		30,55		21,52		11,07		4,87		3,63

The description of the data in table 2 based on the aspects assessed shows that lecturers say that it is always 41.7% and often 33.3%, data regarding campus personnel is fully documented. Besides that, the lecturers stated that it was always 19.4% and often 33.3% that the chairman involved lecturers in analyzing positions to determine the needs of lecturers on campus. Then 30.5% of lecturers stated that the chairperson often motivated lecturers to get promoted every 2 years and 25% of the chairmen often divided tasks among lecturers fairly.

Thus, it can be seen that the average lecturer's perception of personnel administration management, 27.07% said always, 30.55% said often, 21.52% said sometimes, 11.7% said rarely and 4.87% said never. So that the teacher's perception of the implementation of the YAP chair administrator function in terms of personnel administration management is in the good category with an average score of 3.63.

### Facilities and Infrastructure Administration

Data regarding the lecturer's perception of the implementation of the functions of the head administrator of STKIP YAP relating to the administration of facilities and infrastructure are shown below.

**Table 3. Results of Lecturers' Perceptions About the Implementation of Facility and Infrastructure Administrator Functions**

No	Question	SL		SR		KD		JR		TP		N	Average score
		f	%	f	%	f	%	f	%	f	%		
1	The chairperson involves the lecturers in planning the needs for facilities and infrastructure	6	16,6	17	47,2	10	27,8	3	8,3	-	-	36	3,72
2	The chairman prioritizes the procurement of facilities and infrastructure for learning	12	33,3	13	36,2	9	25	2	5,5	-	-	36	3,97
3	The chairman prioritizes the procurement of facilities and infrastructure for learning	11	30,5	19	52,8	4	11,2	2	5,5	-	-	36	4,08
4	The chairman makes a list of campus inventory items that teachers can find out	6	16,6	18	50	7	19,4	5	13,9	-	-	36	3,69
Amount		97		186,2		83,4		32,2		-			15,46
Average		24,25		46,55		20,85		8,3		-			3,86

The description of the aspects assessed shows that the chairman is always 33.3% and often 36.2% prioritizes the provision of facilities and infrastructure for learning and even no lecturers say never. Besides that, the chairman is always 16.6% and often 47.2% involves lecturers in planning campus facilities and infrastructure needs and always 16.6%, often 50% the chairman makes a list of campus inventory items. Then 5.8% of lecturers stated that the chairman often asked lecturers and students to maintain facilities and infrastructure.

Thus, it can be seen that the average lecturer's perception of the administrative management of the chair's facilities and infrastructure, 24.25% of the lecturers said always, 46.55% said often, 20.85% said sometimes, 8.3% said rarely and no lecturers who said never, so the lecturer's perception of the implementation of the chairperson's functions of STKIP YAP in terms of the administrative management of facilities and infrastructure is in the good category with an average score of 3.86%.

### **Financial administration**

Data regarding lecturers' perceptions of the implementation of the head administrator of the STKIP Abdi Education Foundation related to the management of financial administration are as follows.

**Table 4. Lecturers' Perceptions About the Implementation of Financial Administrator Functions**

No	Question	SL		SR		KD		JR		TP		N	Average score
		f	%	f	%	f	%	f	%	f	%		
1	The chairperson involves the lecturers in compiling the RAPBS and campus budget income	16	44,4	9	25	9	25	1	2,8	1	2,8	36	34,05
2	The use of campus finances is in accordance with the agreed activity plan	7	19,4	20	55,5	8	22,2	1	2,8	-	-	36	3,91
3	Income and expenses for campus finance are recorded in detail in a financial book	13	36,1	15	41,7	3	8,3	4	11,1	1	2,8	36	3,97
4	The use of campus finances is conveyed openly at lecturer meetings	9	25	13	36,2	6	16,6	5	13,9	3	8,3	36	3,55
5	The chairman is responsible for campus finances in a complete, clear and transparent manner.	13	36,2	8	22,2	6	16,6	5	13,9	4	11,1		3,58
	Amount		161,1		180,6		88,7		44,5		25		19,06
	Average		32,22		36,12		17,74		8,9		5		3,81

The aspects assessed show that the chairperson always involves lecturers at 44.4% in the preparation of the RAPBS and the determination of the campus budget. In using campus finance in accordance with the agreed activity plan, lecturers stated that it was always 19.4% and often 55.5% and 22.2% of lecturers stated that the chairperson often was responsible for campus finances in a complete, clear and transparent manner.

Thus, it can be seen that the average lecturer's perception of the management of financial administrators by the chairman is 32.22% of lecturers say always, 36.12% say often, 17.74% say sometimes, 8.9% say rarely and 5% say never. So that the lecturer's perception of the implementation of the STKIP Yayasan Abdi Pendidikan chair administrator in terms of financial administrator management is in the good category with an average score of 3.81.

**Table 5 Recapitulation of Lecturer Perceptions About the Implementation of STKIP YAP Administrative Functions**

No	Lecturer Perceptions About the Implementation of STKIP YAP Administrative Functions	SL	SR	KD	JR	TP	Average score
1	Curriculum Administration	39,68%	45,24%	11,48%	2,4%	1,2%	4,19
2	Personnel Administration	27,07%	30,55%	21,52%	11,07%	4,87%	3,63
3	Facility and Infrastructure Administration	24,25%	46,55%	20,85%	8,3%	-	3,86
4	Financial administration	32,22%	36,12%	17,74%	8,9%	5%	3,81
	Average	30,80%	39,62%	17,89%	7,67%	2,77%	3,87

Table 5 describes the aspects that are assessed by the chairperson, 39.68% always carry out curriculum administration management and the chairperson is always

24.25% and often 46.55% always manages the administration of facilities and infrastructure. Thus, the average perception of lecturer states that it is always 30.80%, often 39.62, sometimes 17.89% and 7.67% say never. So, the lecturer's perception of the implementation of the functions of the head administrator of STKIP YAP is in the good category with an average gain of 3.87.

***Lecturer's Perception of the Implementation of the Functions of the Chairperson of STKIP Yayasan Abdi Pendidikan***

This section will explain the lecturer's perceptions about the implementation of the functions of the Head Manager of the STKIP Abdi Education Foundation from the aspects of planning, organizing, mobilizing, supervising the following will be explained one by one.

**Planning**

The data regarding the lecturer's perception of the implementation of the functions of the head manager of STKIP YAP related to planning are as follows.

**Table 6. Results of Lecturers' Perceptions about the Implementation of the Head Manager's Functions in the Planning aspect**

No	Question	SL		SR		KD		JR		TP		N	Average Score
		f	%	f	%	f	%	f	%	f	%		
1	The chairman arranges campus programs with lecturers	13	36,6	16	44,4	4	11,1	2	5,5	1	2,8	36	4,05
2	The plans prepared include annual and five-year plans	6	16,6	20	55,5	6	16,6	3	8,3	1	2,8	36	3,75
3	The planned programs include curricular and extracurricular programs	6	16,6	21	58,4	8	22,2	1	2,8	-	-	36	3,88
4	Program plans carried out by lecturers are communicated openly with lecturers	12	33,3	18	50	3	8,3	3	8,3	-	-	36	4,08
5	The chairperson explains to the lecturer the goals, targets or goals of the campus program to be achieved	13	36,2	14	38,8	8	22,2	1	2,8	-	-	36	4,08
6	The chairperson asked for the support and commitment of the lecturers to carry out campus programs	15	41,7	20	55,5	1	2,8	-	-	-	-	36	4,38
7	The chairman prepares the resources to carry out the planned programs	5	13,9	19	52,8	12	33,3	-	-	-	-	36	3,80
	Amount		194,5		255,4		147		27,7		5,6		28,02
	Average		27,78		50,70		21		3,95		0,8		4,00

Based on the aspects assessed in table 6, it shows that the chairperson always asks for the support and commitment of lecturers to carry out campus programs. This can be seen from 41.7 who answered always and 13.9% who answered often that the



chairman prepares resources to implement the programs that have been planned. Besides that, 55.5% of lecturers stated that the chairman often made plans including annual and 5-year plans and 38.8% of lecturers stated that the chairperson often explained to lecturers the goals, targets or objectives of the campus program to be achieved.

Thus, it can be seen that the average lecturer's perception of the chairman's planning is 27.78% of lecturers say always, 50.77% of lecturers say often, 21% say sometimes, 3.95% of lecturers say rarely and 0.8% of lecturers say never. So that the lecturer's perception of the implementation of the chairman's function in terms of planning is in the good category with an average score of 4.00.

### Organizing

Data regarding lecturers' perceptions about the implementation of the chair manager's function related to organizing can be seen in the following table.

**Table 7. Results of Lecturers' Perceptions about the Implementation of the Chair Manager's Functions in the Organizing aspect**

No	Question	O		SR		KD		JR		TP		N	Average score
		f	%	f	%	f	%	f	%	f	%		
1	The chairman discusses with the lecturer the personnel who will be involved in implementing the program	6	16,6	11	30,6	14	38,9	2	5,5	3	8,3	36	3,41
2	The determination of personnel/lecturers involved in the program to be carried out is based on their expertise and experience	11	30,6	15	41,7	6	16,6	3	8,3	1	2,8	36	3,88
3	The chairperson considers the lecturer's workload in giving additional assignments	4	11,2	20	55,6	7	19,4	3	8,3	2	5,5	36	3,58
4	The chairman divides all tasks so that lecturers get assignments according to their respective fields	13	36,6	16	44,4	4	11,1	2	5,5	1	2,8	36	4,05
	Amount	94,6		172,3		86		27,6		19,4			14,92
	Average	23,65		43,07		21,5		6,9		4,85			3,73

Table 7 shows that the chairman always divides all tasks so that lecturers get assignments according to their respective fields. This can be seen from 36.2% who answered always. Besides that, the chairman is always 11.2% and often 55.6% considers the workload of the lecturers in giving additional assignments, and 30.6%

the chairperson often discusses with the lecturer the personnel who will be involved in implementing the program. Thus, it can be seen that the average lecturer's perception of organizing by the chairman is 23.65% of lecturers say always, 43.07% of lecturers say often, 21.5% say sometimes, 6.9% of lecturers say rarely and 4.85% of lecturers say Never. So, the lecturer's perception of the chairman's function in terms of organizing is in the good category with an average score of 3.73.

### Moving

Data regarding the lecturer's perception of the implementation of the STKIP YAP chairman manager's functions related to mobilizing will be seen below

**Table 8. Results of Lecturers' Perceptions about the Implementation of the Chair Manager's Function in the Mobilizing aspect**

No	Question	SL		SR		KD		JR		TP		N	Average score
		f	%	f	%	f	%	f	%	f	%		
1	The chairman gives directions to the lecturer to carry out the task as well as possible	14	38,9	17	47,2	2	5,5	2	5,5	1	2,8	36	4,13
2	The chairperson provides guidelines or instructions in carrying out activities that are somewhat difficult/difficult for lecturers	7	19,4	17	47,2	9	25	2	5,5	1	2,8	36	3,75
3	The chairman explained the need for lecturers' responsibilities as members of campus organizations	13	36,2	14	38,9	9	25	-	-	-	-	36	4,11
4	The chairman gives praise or appreciation to lecturers who carry out their duties properly	4	11,1	13	36,2	10	27,8	3	8,3	6	16,6	36	3,16
5	The chairman gives incentives to lecturers according to the tasks carried out	10	27,8	17	47,2	8	22,2	1	2,8	-	-	36	4
	Amount		133,5		216,7		105,5		22,1		22,2		19,15
	Average		26,7		43,34		21,1		4,42		4,44		3,83

Based on the aspects assessed in table 8, it shows that the chairperson often gives directions to lecturers to carry out their duties as well as possible. This result is proven by 38.9% who answered always and 47.2% who answered often. Besides that, the chairman is always 11.1% and often 36.2% gives praise or appreciation to lecturers who carry out their duties properly. Then the chairperson often gives guidelines or instructions in carrying out activities that are rather difficult/new for lecturers.

If you look at the average lecturer's perception of moving by the chairman, 26.7% of the lecturers said it is always, 43.34% of the lecturers said it often, 21.1% said it sometimes, 4.42% of the lecturers said it was rarely and 4.44% of the lecturers said it

was not Once. So, the lecturer's perception of the implementation of the chairman's manager function in terms of moving is in the good category with an average score of 3.83.

### Supervision

Data regarding the lecturer's perception of the implementation of the STKIP YAP chairman's manager function related to supervision is shown below.

**Table 9. Results of Lecturers' Perceptions about the Implementation of the Chair Manager's Function in the Supervision aspect**

No	Question	SL		SR		KD		JR		TP		N	Average Score
		f	%	f	%	f	%	f	%	f	%		
1	The chairperson checks whether the lecturer's assignments are running according to the plan that has been formulated	11	30,5	12	33,4	7	19,4	6	16,6	-	-	36	3,77
2	Lecturers who have difficulties in carrying out their duties are guided by the chairman to overcome them	9	25	16	44,4	8	22,2	3	8,3	-	-	36	3,86
3	The chairman fosters lecturers who do not carry out their duties properly	10	27,8	13	36,2	7	19,4	5	13,9	1	2,8	36	3,72
4	The chairman evaluates the implementation of the lecturer's duties	12	33,3	10	27,8	6	16,6	7	19,4	1	2,8	36	3,69
	Amount		116,6		141,8		77,6		58,2		5,6		15,04
	Average		29,15		35,45		19,4		14,55		1,4		3,76

The data in table 9 illustrates that the chairperson always evaluates the implementation of lecturer duties, this can be seen from 33.3% of lecturers who always answer. Then lecturers who have difficulties in carrying out their duties are often guided by the chairman to overcome them. This is evidenced by 44.4% of lecturers who answered frequently. Thus, it can be seen that the average lecturer's perception of the chairman's supervision is 29.15% of lecturers say always, 35.45% of lecturers say often, 19.4% say sometimes, 14.55% of lecturers say rarely and 1.4% of lecturers say not Once. So, the lecturer's perception of the implementation of the chairman's manager function in terms of supervision is in the good category with an average score of 3.76.

**Table 10. Recapitulation of the percentage of lecturers' perceptions about the implementation of the head manager function of STKIP YAP**

No	Lecturer's perception of the implementation of the manager's function	SL	SR	KD	JR	TP	Average Score
1	Planning	27,78%	50,77%	21%	3,95%	0,8%	4,00
2	Organizing	23,65%	43,07%	21,5%	6,9%	4,85%	3,73
3	moving	26,7%	43,34%	21,1%	4,42%	4,44%	3,83
4	Supervision	29,15%	35,45%	19,4%	14,55%	1,41%	3,76
	Average	26,82%	43,15%	20,75%	7,45%	2,78%	3,83

Based on the aspects assessed in the table, it can be seen that the highest percentage of chairmen is 29.15% and often 35.45% supervises. Besides that, the chairman often does the planning with a percentage of 50.77%. Thus, it was obtained that the average perception of lecturers was 26.82% saying always, saying often 43.5%, and saying sometimes 20.75% while those who said rarely and never were at the lowest percentages 7.45% and 2.87%. So, the lecturer's perception of the implementation of the functions of the head manager of STKIP YAP is in the good category with an average score of 3.83.

**Table 11. Recapitulation of lecturers' perceptions about the implementation of the head function of STKIP YAP head**

No	Lecturer's perception of the implementation of the manager's function	SL	SR	KD	JR	TP	Average Score
1	Administrator function	30,80%	39,62%	17,89%	7,67%	2,77%	3,87
2	Manager Function	26,82%	43,15%	20,75%	7,45%	2,87%	3,82
	Average	28,81%	41,38%	19,32%	7,56%	2,82%	3,85

Table 11 shows that the average score of the implementation of the chair administrator function is 3.87, this means that the implementation of the chair administrator function of STKIP YAP is in the good category. Then the average score for the implementation of the chief manager function is 3.83, meaning that the implementation of the chief manager function of STKIP YAP. So, thus the lecturer's perception of the implementation of the chairman's function is in a good category. This can be seen from the acquisition of an average score of 3.85.

## Discussion

Lecturers' perceptions of the implementation of the leadership functions of STKIP YAP can be seen in two functions, namely administrators including curriculum, personnel, facilities and infrastructure and finance, then as a manager's function includes planning, organizing, mobilizing and supervising. This research is in line with research conducted (Benu, 2019) stating that there is a significant influence of teacher work motivation and school principal leadership together on teacher performance in the learning process in elementary schools in Takari District, Kupang Regency. Furthermore (Irmasari, 2023) said there was no significant direct effect on perceptions of the leadership of the Principal through students' perceptions of teacher professionalism on the performance of private high school teachers in Depok City.

Opinion (Susanti & Silvia, 2021) leadership and supervision of school principals have a significant positive effect on teacher work motivation. This shows that to increase the work motivation of high school teachers in Batusangkar. (Nurlin, 2021) states that simultaneously the principal's leadership function which consists of educator functions, manager functions, administrator functions, supervisor functions, innovator functions and motivator functions has a significant effect on teacher performance at SMP Negeri 2 Tembilahan, Indragiri Hilir Regency. In line with the opinion (Putri, 2014) the teacher's perception of the implementation of the principal's leadership function at SMKN 1 Painan is in a fairly good category in terms of the Instructive Function, Consultative Function, Participatory Function, Delegation Function and Control Function. Based on previous research, the following is an explanation of the results of the research conducted.

#### ***Lecturer's Perception about the Implementation of Administrator Functions***

Overall, the lecturer's perception of the implementation of the leadership function is in the good category. The results of the study were obtained from four indicators of the function of the leadership, namely curriculum administration, personnel administration, facilities and infrastructure administration, and financial administration. In line with the opinion (Julfandriansyah & Sabandi, 2023); (Nilam Zahara et al., 2023) the teacher's perception of the principal's leadership in organizing teacher tasks, influencing teachers, moving teachers, and motivating. The results showed that the implementation of the leader administrator function was good, with the highest average score of 4.19 from the implementation of the graphical system and the lowest score of 3.63 from the indicator for implementing personnel administration. This means that the chairperson has carried out the load curriculum optimally in organizing education on campus. Thus, the implementation of the functions of the chairman board in general has been going well with the acquisition of an average score of 3.87. Thus, based on the results of the research, it is concluded that the chairman of STKIP YAP has carried out the function as administrator. Hi, this shows that the chairman is serious about carrying out his duties as an administrator. However, the leader should have to promote his work again so that the implementation of his function as an administrator is more optimal.

#### ***Perceptions of Lecturers about the Implementation of Manager Functions***

Overall, the lecturer's perception of the implementation of the chair manager function is in the good category. According to (Riyatuljannah, 2020) educational leadership is a regulator and director of what to aim for in an organization in improving performance as a factor of success and continuity. Furthermore (Grace et al., 2019) the managerial role of the school principal is a series of activities that are integrated in school administration activities which include planning functions, organizing functions, directing functions, coordinating functions are an effort made by leaders in managing, and supervising functions. Seen from the results of the study were obtained from the indicators of the chief manager's functions, namely planning,

organizing, actuating, and supervising. Based on the research results, it can be seen that the implementation of the chair manager function is good, the highest average score is 4.00 from the planning indicator and the lowest average score is 3.73 from the organizing indicator. This means that the chairman has planned optimally in organizing educational activities on campus. In addition, the chairman must also pay more attention to his duties in organizing activities. A chairman needs to design and develop an organization that will be able to carry out these various programs or plans in a structured manner. Thus the implementation of the chairman manager function in general has been going well with the acquisition of an average score of 3.83. Based on the results of the study, it was concluded that the head of STKIP YAP had carried out the function as a manager. This shows that the chairman is serious about carrying out his functions as a manager. According to (Syakir, 2018) the chairman as a manager and administrator of educational institutions has a big contribution in creating a conducive atmosphere in his work environment. However, the chairman should have to improve again so that the implementation of his function as a manager is more optimal.

#### **D. Conclusion**

Lecturers' perceptions of the implementation of the functions of the chairman of STKIP YAP have been carried out well, in terms of administrator functions including curriculum administration, personnel administration, facilities and infrastructure administration and financial administration and manager functions including planning, organizing, mobilizing and supervising.

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