THE RELATIONSHIP BETWEEN THE CAPABILITIES OF SCHOOL MANAGEMENT AND TEACHER'S PERFORMANCE GUIDING AND COUNSELING AT GOVERNMENT SENIOR HIGH SCHOOL IN MEDAN ACADEMIC YEAR 2015/2016

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ABSTRACT: *This study aims to determine the relationship between principal management capabilities with the performance of guidance and counseling teachers in SMA NEGERI Medan. The formulation of the problem in this study is any relationship between the principal's management capability with the performance of guidance and counseling teachers of State Senior High School Medan City 2015/2016 academic year. This type of research is a correlation research which is one part of the ex facto research because the researchers do not manipulate the state of a variable that is reflected in the correlation coefficient. Researchers do not treat the research variables but examine the facts that have occurred based on the perceptions of teachers guidance and counseling facts were excavated using a questionnaire containing the number of questions that reflect teachers' perceptions of guidance and counseling on the ability of school principals. The results of research using descriptive and correlation methods. The relationship between one variable with several variables is expressed by the amount of correlation coefficient and significance (significant) statistically. This study has two variables, namely the principal's management capability as X variable and teacher guidance and counseling performance as variable Y. Results indicated that the implementation of the principal's management capability in SMA was disseminated 3.45. The results of the study provide answers that teachers guidance and counseling in the State Senior High School of Medan has a high performance / well indicated by the average answer questionnaire distributed 3.20. Result of calculation of correlation coefficient price between variable of headmaster's management ability (X) With teacher performance guidance and counseling variable (Y) equal to 0,8597 show very positive relationship. From result of hypothesis test with t-test calculation show t count t table or 14,346 2,086 which answer the hypothesis of this research that is: "there is positive and significant correlation between managerial capability of headmaster with guidance counselor and counseling performance at SMA NEGERI Medan.*

KEYWORDS: School Management, Teacher's Performance, Education, Counseling

INTRODUCTION

Guidance and counseling have an important role in school-building activities through various services to client for their personal, social, career and potential development as optimal as possible. Implementation of guidance and counseling services in schools mentioned that the teacher guidance and counseling / counselor is one type of energy.

Unfortunately, a variety of disorders and obstacles arise in the implementation of the guidance and counseling in schools that start from the number of teachers guidance is still limited so that all people who are not undergraduate guidance and counseling should be lifted or: feel "allowed to doing task as a counselor so that the impression that teachers unprofessional guidance and

counseling. In addition, many guidance and counseling teachers are still passive in performing its role due to various things such as lack of motivation of teachers and guidance counseling work lack of support and attention from school leaders / principals to the implementation of guidance and counseling and so forth. Due to the various disturbances and obstacles, the fact that occurred in schools so far showed that guidance and counseling teachers are still many or often perceived negatively, such as counseling teachers and counseling known scary, guidance and counseling teachers only handle troubled children and less have a large contribution in guiding the child.

There are so many roles and responsibilities that a guidance and counseling teacher should take in the scope of guidance and counseling. Teacher guidance not only guides troubled students but also serves consultation in relation to student self-awakening. In carrying out these roles and responsibilities is needed teacher performance guidance and counseling maximum. A person's performance is the result of a combination of ability, effort and opportunity that can be judged by his work (Sulistiyani and Rosidah 2003: 223). In the opinion it can be concluded that the performance of a person must be based on the ability he has, the effort done with serious and opportunities that support maximum work. This is contrary to the performance of teacher guidance and counseling that occurred in the field. This situation is very considerate given the many efforts that have been done guidance and counseling observers to improve the image of teachers guidance and counseling in schools. In addition, the students will be less understanding of the existence of guidance and counseling in schools because they do not get optimal service. If this continues, the counseling and guidance in schools will be diminished and lack the support of educators in schools.

Leaders in school organizations that principals have an important role in educational activities in school including improving the quality of teachers' performance in school. According to experts Hidayat and Imam Machali (2012: 106) head master of madrasah in the unit of education as a school manager responsible for the quality of human resources that exist in school so that they are able to carry out educational tasks [1]. Therefore, as a manager, the principal has the task to develop the performance of the personnel (especially the teachers) towards the expected professionalism. Based on the above opinion can be concluded teacher performance is related and influenced by one of the factors above is the management capability of the principal. This is supported by the results of research conducted by Lastony Budi Hartono 2007 entitled "Relationship Between Managerial Capability Principal and Supervision Guidance and counseling With the performance of teachers supervising JUNIOR HIGH SCHOOL NEGERI district Jepara" indicates that there is a positive and significant relationship between managerial ability to school with the performance of teacher mentors who proved by the magnitude of correlation coefficient reached 0.682.

One of the basic components that is very important in coloring the school organization is the management and leadership carried out by the principal. In the case of the principal should have readiness in managing the school. This is supported by regulation of national education minister RI NO, 13 YEAR 2007 stating that the principal must have five standards of competence, namely: personality, managerial, entrepreneurship, supervision and social because of the progress or absence of a school is determined by the ability of school principals in improving or utilize school resources optimally from planning, organizing, directing / implementing, monitoring and evaluating the implementation of school activities program in accordance with appropriate procedures.

This shows that the principal has the main task as a manager in the implementation directly related to the performance of teachers who are under his leadership. Principals who have good management are expected to create a professional climate and can improve the performance of the teacher staff in their leadership, especially teachers of counseling and guidance.

THEORETICAL REVIEW

Teacher Performance Guidance and Counseling

Armstrong and Baron (Wibowo, 2002: 2) explains that: performance is often defined as work performance. Performance has a broader meaning rather than declaring it as the work but how the process works. Performance is how to do the work that results are achieved from the job. Performance is about what to do and how to do it, while Henry (2004: 339) says that performance refers to the level of achievement of tasks that constitute an employee's job. The performance of the teacher is a teacher in carrying out the task of learning and is responsible for his guidance by improving his achievements. Therefore, performance can be interpreted as a condition that shows the ability of a teacher in performing tasks in the school / school and illustrates the existence of an act displayed teacher in carrying out the task (Supardi, 2013: 54). Teacher guidance and counseling is one of the professions included in the educational staff as stated in Indonesian republic law number 20 of 2003 on national education system and teacher and lecturer's law. Teacher guidance and counseling are teachers who have the duties and responsibilities related to the implementation of guidance and counseling services to students in educational units. Counseling services in high school counseling is the best setting for the counselor because in that level the counselor can play a maximum role in facilitating the counselee actualize the potential he has optimally. Guiding and counseling teachers play a role for students in growing their potential.

Based on the above opinion can be concluded that the understanding of teacher guidance and counseling performance referred to in this study is a condition that shows the ability and deeds displayed teacher guidance and counseling in carrying out its tasks related to the implementation of guidance and counseling in schools that can also be seen from the level of completion the duties of guidance and counseling teachers.

Teacher Performance Assessment Guidance and Counseling

Rivai (2005: 66) states that performance appraisal is a process of determining common understanding of what is being achieved, and an approach to managing and developing people by means of improvement is achieved within a short or long period. According to Handoko (1994: 11) performance appraisal is concerned with determining the level of individual contribution to performance expressed in the completion of tasks that are his responsibility. Nawawi (2006: 73) formulates that performance appraisal and evaluation is also defined as activities to measure / assess the implementation of the work to establish or failure of workers in carrying out their duties and responsibilities in their respective fields. Based on the above opinion can be concluded the assessment of teacher guidance and counseling performance is a process and activities determining the level of contribution and results of teacher work counseling and counseling in quality and quantity and expression in the completion of tasks that become his responsibility. In this research, the performance appraisal of counseling teachers is assessed based on self-assessment conducted by guidance and counseling teachers

by filling out questionnaires relating to the performance of guidance and counseling teachers seen from the implementation of the tasks that are the responsibility.

The Ability of Principal Management

Understanding management according to Hidayaat, Ara and Imam Machali (2012: 1) declare to manage, organize, drive, control, handle, manage, organize, run, execute and lead. Management as the process of organizing organizational functions namely planning, decision making, organizing, directing and supervision. Meanwhile, in the opinion of Koontz & Donnel (Amirullah and Haris Budiyono, 2004: 7) mentions that management is an attempt to achieve the desired goal by establishing a pleasant work environment through employed people and organized groups.

Management can also be viewed as a beneficiary of available resources or potentially achieving goals. This understanding focuses on efforts to utilize the available resources. The source is man. Money (money), method (method), time (time) and other infrastructure. Management is also said as a work process by passing individuals and groups and other resources to achieve organizational goals. Thus management is a work process that starts from planning, organizing, leading and controlling an organization of individuals, groups and other resources to achieve what it wants to achieve.

Based on the above opinion can be concluded the understanding of management in research is the business of a manager / leader in managing and empower the available resources in order to achieve the goals of the organization by implementing the functions of planning, organizing, mobilization and supervision.

RESEARCH METHOD

Types of Research

This type of research is a correlation research which is one of the ex post facto research sections. This study has two variables, namely the principal's management capability as X variable and the performance of teacher guidance and counseling as variable Y.

Population and Sample Research

The population in this study is the whole subject of research that has the same characteristics. The population in this study is the BK teachers who are in the state high school in Medan city amounted to 96 teachers BK. The sample of this research is counselor teacher based on random sampling randomly counselor according to education of SI guiding majors amounted to 21 guidance and counseling teachers.

Techniques of Collection Data

Technique of collecting data in this research by using questionnaire. This questionnaire is given to mentors and counseling teachers amounted to 21 people. Questionnaires are a number of written statements that are used to obtain information in the sense of a report about his personality or things that the respondent knows.

Technique of Analysis Data

Descriptive analysis, compiled data, grouped analyzed, classified and then interpreted to obtain a clear picture of the problem discussed is to set the average value of each variable indicator by multiplying the answer frequency with the weight of the value.

To know between X and Y have significant relationship, hence need to be tested to hypothesis. To test the significant level of hypothesis used t-test statistic:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$ (Sudjana, 2009:380)

Information :

> t = scale t count
>
> r = correlation coefficient between variables X and Y
>
> n = number of samples
>
> n-2 = degrees of freedom

DISCUSSION

The research data includes two variables, the principal's management capability (X) and the performance of guidance and counseling teacher (Y). The data is the sum of the score is done by scoring on each item for each question for each variable filled by the respondent. Questionnaire filled and returned as many as 21 copies. After the 21 questionnaires were examined, the whole copies were feasible to be processed and analyzed.

From the data respondents is processed by making tabulation contained in appendix 2 and 4. After that will be made table frequency distribution of each aspect of statement. The frequency distribution of guidance and counseling teachers' performance will be outlined in the scores of each teacher performance indicator of guidance and counseling, points of question and total score of teacher guidance and counseling performance to be presented as follows.

Table 1: Score Questionnaire Performance Teacher Guidance and Counseling in Socializing Guidance and Counseling Services.

No	FREKUENSI JAWABAN								JUMLAH		RATA-RATA
	SS		S		TS		STS				
	F	SC	F	SC	F	SC	F	SC	F	SC	
2	6	24	10	30	5	10	-	-	21	64	3,04
3	-	-	5	10	12	36	4	16	21	62	2,95
6	8	32	8	24	5	10	-	-	21	66	3,14
7	7	28	10	30	4	8	-	-	21	66	3,14
Total											12,27
Average											3,06

Information :

F : Frequency of sample response   S   : Suitable
SC: Score   TS   : not Suitable
SS: Very Suitable   STS   : Very not suitable

Based on the above data it can be concluded that the performance of guidance and counseling teachers in the indicator socializing counseling and counseling services are categorized as high with the average indicator 3.07.

Table 2: A Questionnaire Score For Teacher Performance Guidance and Counseling In Planning a Counseling and Guidance Program.

No	RESPOND FREQUENCE								AMOUNT		TOTAL
	SS		S		TS		STS				
	F	SC	F	SC	F	SC	F	SC	F	SC	
1	8	32	13	39	-	-	-	-	21	71	3,38
4	5	20	12	36	4	8	-	-	21	64	3,04
5	7	28	11	33	3	6	-	-	21	67	3,19
8	-	-	4	8	11	33	6	24	21	65	3,15
9	-	-	4	8	11	33	6	24	21	65	3,15
10	9	36	6	18	6	12	-	-	21	66	3,14
11	5	20	9	27	7	14	-	-	21	61	2,90
12	-	-	3	6	12	36	6	24	21	66	3,14
13	7	28	11	33	3	6	-	-	21	67	3,19
16	-	-	6	12	10	30	5	20	21	43	2,95
17	-	-	6	12	10	30	5	20	21	43	2,95
18	5	28	13	39	3	6	-	-	21	65	3,09
Total											37,27
Average											3,10

Based on the above data can be concluded that the performance of guidance and counseling teachers in the indicator in planning guidance and counseling programs belong to the category of high / well with the average indicator 3.10.

Table 3: Score Questionnaire Performance Teacher Counselor And Counseling In Implementing All Services And Supporting Activities Guidance And Counseling.

No	RESPOND FREQUENCE								AMOUNT		TOTAL
	SS		S		TS		STS				
	F	SC	F	SC	F	SC	F	SC	F	SC	
14	8	32	12	36	1	2	-	-	21	70	3,33
15	6	24	13	39	2	4	-	-	21	67	3,19
19	-	-	2	4	6	18	13	52	21	74	3,52
20	7	28	13	39	1	2	-	-	21	69	3,28
21	8	32	12	36	1	2	-	-	21	70	3,33
22	9	36	10	30	2	4	-	-	21	70	3,33
23	11	44	9	27	1	2	-	-	21	73	2,48
24	-	-	2	4	15	45	4	16	21	65	3,09
25	-	-	3	6	8	24	10	40	21	72	3,43
26	-	-	1	2	12	36	8	32	21	70	2,33
27	6	24	13	39	2	4	-	-	21	67	2,19
28	5	20	15	45	1	2	-	-	21	67	3,19
29	-	-	2	4	14	42	5	20	21	66	3,14
30	5	20	10	30	6	12	-	-	21	62	2,95

31	4	16	11	33	6	12	-	-	21	61	2,90
32	-	-	1	2	8	24	12	48	21	74	3,52
33	5	20	9	27	7	14	-	-	21	61	2,90
34	6	16	13	39	2	4	-	-	21	59	2,81
35	-	-	5	10	9	27	7	28	21	65	3,09
36	-	-	5	10	12	36	4	16	21	62	2,95
37	3	12	14	42	4	8	-	-	21	62	2,95
38	4	16	14	42	3	6	-	-	21	64	3,05
39	6	24	13	39	2	4	-	-	21	67	3,19
40	-	-	2	4	13	39	6	24	21	67	3,19
41	-	-	2	4	14	42	5	20	21	66	3,14
42	7	28	14	42	-	-	-	-	21	70	3,33
43	12	48	8	24	1	2	-	-	21	74	3,52
44	5	20	15	45	1	2	-	-	21	67	3,19
45	5	20	15	45	1	2	-	-	21	67	3,19
46	-	-	-	-	14	42	7	27	21	70	3,33
47	8	32	13	39	-	-	-	-	21	71	3,38
60	7	28	13	39	1	2	-	-	21	67	3,19
61	-	-	2	4	7	21	12	48	21	73	3,48
Total											106,08
Average											3,21

Based on the above data can be concluded that the performance of guidance and counseling teachers in the indicator to implement all services and support activities guidance and counseling classified in the high category with the average indicator 3.21.

Table 4: Questionnaire score of teacher performance and guidance counseling in accounting for the implementation of duty in service BK as a whole.

No	RESPOND FREQUNCE								AMOUNT		TOTAL
	SS		SR		KD		TP				
	F	SC	F	SC	F	SC	F	SC	F	SC	
48	-	-	-	-	9	27	12	48	21	75	3,57
49	7	28	9	27	5	10	-	-	21	65	3,10
50	9	36	10	30	2	4	-	-	21	69	3,28
51	10	40	9	27	2	4	-	-	21	71	3,38
52	-	-	4	8	11	33	6	24	21	65	3,10
Total											16,43
Average											3,29

Information :

 F : Frequency of sample response   S : Suitable

SC : Score   TS : not suitable

SS : Very Suitable   STS: very not suitable

Based on the above data it can be concluded that the motivation of teachers in the indicator of BK in charge of carrying out the task of guidance and counseling services as a whole in very high category with the average indicator 3.29.

Table 5: Guidance score of teacher guidance and counseling performance in assessing process and result of BK service implementation.

No	RESPOND FREQUENCE								AMOUNT		TOTAL
	SS		SR		KD		TP				
	F	SC	F	SC	F	SC	F	SC	F	SC	
53	10	40	9	27	2	4	-	-	21	71	3,38
54	-	-	1	2	6	18	14	56	21	76	3,62
55	11	44	9	27	1	24	-	-	21	73	3,48
56	-	-	1	2	14	42	6	24	21	68	3,24
57	7	28	10	30	4	8	-	-	21	66	3,14
58	8	32	12	36	1	2	-	-	21	70	3,33
59	7	28	10	30	4	8	-	-	21	66	3,14
Total											23,33
Average											3,33

Information :

 F : Frequency of sample response   S : Suitable
SC : Score   TS : not suitable
SS : Very Suitable   STS: very not suitable

From the data above can be concluded the performance of teachers and counseling guidance of State Senior High School in Medan classified in the category of high / good with an average of 3.20 which will be presented in table.

The frequency distribution of the principal's management capabilities will be outlined in the scores of each indicator of the principal's management capability, the statement items and the total score of the principal's management capabilities to be presented as follows:

Table 6: The questionnaire scores the principal's management capabilities in planning

No	RESPOND FREQUENCE								AMOUNT		TOTAL
	SS		S		TS		STS				
	F	SC	F	SC	F	SC	F	SC	F	SC	
1	16	64	4	12	1	2	-	-	21	78	3,71
2	10	40	10	30	1	2	-	-	21	72	3,43
3	9	36	10	30	2	4	-	-	21	70	3,33
4	-	-	1	2	9	27	11	44	21	73	3,48
5	10	40	10	30	1	2	-	-	21	72	3,43
6	11	44	8	24	2	4	-	-	21	72	3,43
7	12	48	7	21	2	4	-	-	21	73	3,48
8	-	-	1	2	10	30	10	40	21	72	3,43
9	-	-	2	4	9	27	10	40	21	71	3,38
10	-	-	2	4	8	24	11	44	21	72	3,38
11	-	-	2	4	7	21	12	48	21	73	3,48
12	-	-	2	4	10	30	9	36	21	70	3,33
14	13	52	6	18	2	4	-	-	21	74	3,52
Total											44,81
Average											3,45

Information :

 F : Frequency of sample response   S   : Suitable

SC   : Score   TS : not suitable

SS : Very Suitable   STS: very not suitable

Based on the above data can be concluded that the ability of management principals in planning indicators fall into very high / very good category with an average of 3.45.

Table 7: The questionnaire scores the principal's management capabilities in organizing

No	RESPOND FREQUENCE								AMOUNT		TOTAL
	SS		S		TS		STS				
	F	SC	F	SC	F	SC	F	SC	F	SC	
13	-	-	1	2	12	36	8	32	21	70	3,33
15	-	-	1	2	8	24	12	48	21	73	3,48
16	8	32	12	36	1	2	-	-	21	70	3,33
17	-	-	1	2	10	30	10	40	21	71	3,38
18	-	-	-	-	11	33	10	40	21	73	3,48
19	11	44	9	27	1	2	-	-	21	73	3,48
20	9	36	11	33	1	2	-	-	21	71	3,38
21	-	-	1	2	10	30	10	40	21	72	3,43
22	-	-	-	-	10	30	11	44	21	74	3,52
24	16	64	5	15	-	-	-	-	21	79	3,76
26	13	52	8	24	-	-	-	-	21	76	3,61
Total											38,18
Average											3,47

Information :

 F : Frequency of sample response   S   : Suitable

SC   : Score   TS : not suitable

SS : Very Suitable   STS: very not suitable

Table 8: The questionnaire scores the principal's management capabilities in the movement

| No | RESPOND FREQUENCE | | | | | | | | AMOUNT | | TOTAL |
| | SS | | SR | | KD | | TP | | | | |
	F	SC	F	SC	F	SC	F	SC	F	SC	
23	13	52	7	21	1	2	-	-	21	75	3,57
25	-	-	1	2	7	21	13	52	21	74	3,52
27	6	24	15	45	-	-	-	-	21	69	3,28
28	11	44	9	27	1	2	-	-	21	73	3,48
29	13	52	8	24	-	-	-	-	21	76	3,61
30	-	-	1	2	8	24	12	48	21	74	3,52
31	7	28	13	39	1	2	-	-	21	69	3,28
32	13	52	7	21	1	2	-	-	21	75	3,57
33	-	-	-	-	8	24	13	52	21	76	3,62
34	-	-	-	-	12	36	9	36	21	72	3,43
35	-	-	1	2	7	21	13	52	21	75	3,57
36	-	-	1	2	12	36	8	32	21	70	3,33
39	-	-	2	4	10	30	9	36	21	70	3,33
40	-	-	2	4	12	36	7	28	21	68	3,24
41	14	56	6	18	1	2	-	-	21	76	3,62
42	13	52	8	24	-	-	-	-	21	76	3,62
Total											55,59
Average											3,47

Information :

 F : Frequency of sample response   S : Suitable

SC : Score   TS : not suitable

SS : Very Suitable   STS: very not suitable

Based on the above data it can be concluded that the ability of the principal's management in the indicator of movement is categorized very high / very good with the average indicator 3.47.

Table 9: The questionnaire scores for the principal's management capabilities are under supervision.

| No | RESPOND FREQUENCE | | | | | | | | AMOUNT | | TOTAL |
| | SS | | SR | | KD | | TP | | | | |
	F	SC	F	SC	F	SC	F	SC	F	SC	
37	13	52	5	15	3	6	-	-	21	73	3,48
38	11	44	7	21	3	6	-	-	21	71	3,38
43	-	-	3	6	10	30	8	32	21	68	3,24
44	-	-	1	2	4	12	16	64	21	78	3,71
45	10	40	9	27	2	4	-	-	21	71	3,38
46	10	40	9	27	2	4	-	-	21	71	3,38
47	13	52	7	21	1	2	-	-	21	75	3,57
48	12	48	8	24	1	2	-	-	21	74	3,52
49	-	-	4	8	4	12	13	52	21	72	3,43
50	8	32	9	27	4	8	-	-	21	67	3,19
51	-	-	4	8	4	12	13	52	21	33	3,43
52	-	-	2	4	6	18	13	52	21	74	3,52
Total											41,23
Average											3,43

Based on the above data it can be concluded that the ability of headmaster management in the supervisory indicator belong to very high / very good category with the average indicator 3.43.

From the data above can be concluded that the ability of the principal management of Senior High School in Medan is classified in very high / very good category with an average of 3.45.

Correlation analysis by using correlation coefficient test to know the existence of relationship between variable X (ability of headmaster management) and Y (performance of teacher guidance and counseling). Looking for correlation coefficient between variables X and Y, used Product Moment Pearson Correlation formula whose results are presented as follows:

Table 10: Calculation of the total value on variables X and Y

No Sample	MARK		AMOUNT	X^2	Y^2	XY
	X	Y				
1	180	193	373	32400	37249	34740
2	190	213	403	36100	45369	40470
3	198	204	402	39204	41616	40392
4	169	178	347	28561	31684	30082
5	190	202	392	36100	40804	38380
6	174	179	353	30276	32041	31146
7	189	206	395	35721	42436	38934
8	200	206	406	40000	42436	41200
9	172	193	365	29584	37249	33196
10	192	210	402	36864	44100	40320
11	161	173	334	25921	29929	27853
12	186	194	380	34596	37636	36084
13	180	194	374	32400	37636	34920
14	188	210	398	35344	44100	39480
15	191	205	396	36481	42025	39155
16	142	158	300	20164	24964	22436
17	180	193	373	32400	37249	34740
18	192	220	412	36864	48400	42240
19	173	201	374	29929	40401	34773
20	167	200	367	27889	40000	33400
21	169	180	349	28561	32400	30420
Total	3783	4112	7895	685359	809724	744361

Furthermore the above calculation results are inserted into Product Moment correlation formula that is:

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\}\{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$rXY = \frac{21(744361) - (3783)(4112)}{\sqrt{\{(21.685359 - (3783)^2)(21.809724 - (4112)^2)\}}}$$

$$rXY = \frac{15631581 - 15555696}{\sqrt{\{(14392539 - 14311089)(17004204 - 16908544)\}}}$$

$$r\text{XY} = \frac{75885}{\sqrt{\{(81450)(95660)\}}}$$

$$r\text{XY} = \frac{75885}{\sqrt{7791507000}}$$

$$r\text{XY} = \frac{75885}{88269,513}$$

$$r\text{XY} = 8597$$

Based on the calculation results obtained r count = 0.8597 which gives the meaning that between the ability of the principal's management with the performance of teachers BK Senior High School NEGERI Medan city there is a very strong positive relationship. To know the contribution of variable X (ability of headmaster management) to Y (teacher guidance and counseling performance) then used formula:

KD = r2 x 100% (Burhanuddin, 2012. Retrieved on June 26, 2015)

Information :

KD = Coefficient of Determinant

r2 = Squares of correlation between variables

of the formula above, it can be calculated the determinant coefficient as follows:

KD   = r2 x 100%

          = (0,8597)2 x 100%

          = 0, 74 x 100%

          = 74%

The value of the determinant coefficient above gives the understanding that the variation (up / down) of teacher guidance and counseling performance caused by principal management's ability is about 74% and the remaining 26% is caused by other factors.

Based on descriptive analysis result data give picture that teacher guidance and counseling in Senior High School NEGERI of Medan have high performance / good which indicated by mean of answer questionnaire disseminated 3,20. The performance of guidance and counseling teachers in this case is seen based on ability, deeds and levels in the implementation of tasks that include namely; (1) To provide guidance and counseling services, (2) plan guidance and counseling programs, (3) Implement all services and support activities of guidance and counseling, (4) Responsible for the implementation of duties in counseling and guidance services thoroughly, and (5) Assess processes and outcomes of guidance and counseling services. According Mugi Lestari (2012: 18) guidance and counseling teachers are not only required to master the concept of guidance and counseling services but also must be able to

apply it in the implementation of guidance and counseling. Teacher guidance and counseling performance is closely related to the professional competence it has. Professional competence can be interpreted as a mastery both theoretically and practice of guidance and counseling. Based on these opinions can be concluded that the performance of teachers guidance and counseling can be seen from the ability, levels and deeds in carrying out the task of guidance and counseling teachers related to the implementation of guidance and counseling in school.

Based on the data descriptive analysis results show that the implementation of principal management capabilities in the State Senior High School Medan is included in the category very high / very good with the average score of answers questionnaire distributed 3.45. The indicator questionnaire management capability in this research is planning, organizing the movement and supervision. The results of this study provide an illustration that the principal in the Senior High School NEGERI Medan has very good skills in the application of management functions as a school manager and is the owner of the highest office of a school organization that has a very vital role in developing the institution he leads . Norma Puspita Sari (2015: 31) argues that a manager in this case is the principal must be able to carry out management processes that refer to the management functions (planning, organizing, actuating and controlling) and are required to understand and apply all the substance of educational activities. This shows that the principal's management ability can be seen from the implementation of management functions.

Based on the calculation of price correlation coefficient between variable of headmaster's management ability (X) with teacher performance and guidance counselor variable (Y) equal to 0,8597 show very strong positive relationship. From result of hypothesis test with t-test calculation show t count> t table or 14,346> 2,086 which answer the research hypothesis that is: "there is positive and significant correlation between principal management ability with counseling teacher performance and counseling in Senior High School NEGERI Medan . In relation to the results of this study, Hidayat Ara and Imam Machali (2012: 106) argue that principals in educational units as school administrators are responsible for the quality of human resources in schools (especially teachers) to enable them to carry out educational tasks . Therefore, as a manager, the principal has the task to develop the performance of the personal (especially the teachers) towards the expected professionalism. According to Burhanudin (2005: 34) factors affecting teacher performance include teacher education level, teaching supervision, upgrading program, conducive climate, suggestions and infrastructure, physical and mental condition of teachers, principal leadership style, training and incentives. Based on that opinion can be concluded the performance of teachers, especially in this case the teacher guidance and counseling is related and influenced by one of the above factors namely the principal's management capabilities.

CONCLUSION

Based on research results and price calculation of correlation coefficient between principal management capability variable (x) with teacher performance and counseling (Y) variable of 0,8597 pointing strong positive relationship.

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