Artikel 1

by Muhammad Kristiawan

Mapping Managerial Competence of Primary School Principals in South Sumatera

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Abstract

In this quantitative research, we drew the managerial competence considered weak from 16 (sixteen) managerial competencies of Primary School's Principals in South Sumatera based on Regulation of National Education Minister Republic Indonesia Number 13 of 2007. The instrument used was questionnaire. The result mentioned that there were 8 (eight) sub managerial competencies considered weak and need to be coached 1) developing the school's organization; 2) creating the conducive and innovative school's culture; 3) managing teachers and staff optimally; 4) managing school and community relationships; 5) managing students; 6) managing curriculum development and learning activities; 7) managing school information system; 8) monitoring, evaluating and reporting the implementation of school's program activities. The results contributed to the Ministry of Education and Culture Republic Indonesia in conducting the managerial competence of Primary School's Principals in South Sumatera.

Keywords: *Managerial; Competence; Principal*

Introduction

This research started from the principal's strategic issue has a very decisive role in the learning process by involving various components around the school (Ali et al., 2014). The principal is required to have relevant competencies to fulfill his duties and functions, they could manage administration of students' recruitment, curriculum, educators and staff, and counseling (Kristiawan et al., 2018). The principal is responsible on determining the direction and purpose of the school, organizing the school, communicating, motivating and solving problems, improving teachers' competence, teachers' work performance and teachers' discipline. In line with Sulan (2008), the principal leadership role is very influential on teachers' performance and students' achievement, he states job satisfaction amongst teachers in the school is closely related to teacher effectiveness that contributes to student achievement. Then Babayimi (2006) states that principals' managerial competency has a relationship with students' academic performance.

The qualified teachers' performance will have an impact on improving students' achievement. Thus the leadership of the principal both directly and indirectly will effect toward the improvement of learning outcomes. Cruz (2005) found the students' performance is related to teacher factor, parental factor, economic factor, social factor and principal's leadership behavior and competence. The principal's managerial competency as a potent factor for students' performance.

The Principal's duties should be applied maximally, because excellence and high performance of a school is determined by the ability of principals in mobilizing the staff and stakeholder efficiently and effectively to achieve the goals of the school (Ministry of Education Malaysia, 2014; Leithwood, 2012; Hallinger, 2007). Amuche et al. (2013) positioned the level of achievement in any institution of learning lies mainly with how competent the school leadership is in the area of managing the human, material and financial resources at his disposal.

Improving the quality of education should be begun from the improvement of the Principal's professionalism. The key to quality improvement is the commitment to change, always innovating to develop themselves and keep the development and demands of the profession. Therefore, the improvement of educational quality needs to be supported by optimal management by the Principal (Kristiawan et al., 2017). The success of a school is heavily influenced and caused by the Principal's effective leadership. Leadership is the one that moves a school forward or otherwise (Ministry of Education Malaysia, 2014; Ibrahim, 2012; Marzuki, 1997).

From the various explanations, it gives an idea that the principal in directing and utilizing all available resources greatly determine the quality of teachers' performance and will also impact on students' learning outcomes. As stated by Wahab et. al. (2014) there was a significant relation between the level of transformational leadership and teachers work commitment. The Principal should also achieving efficient teaching and learning in the school. Since the missionaries handed over the responsibilities of the schools, there had not been any significant successes in the mission schools (Okpilike, 2010). In order to realize these responsibilities, the principal is an instrument in controlling the success of educational activities, improving the implementation of school administration according to educational goals, and professionally manage the utilization and maintenance of educational facilities and infrastructure.

Hamzah (2009) found the Principal should make sure that the physical aspects of the school are clean, neat, safe and adequate. To fulfill these challenging tasks, a Principal has to be excellent in administrating his school. The principal's managerial technical skills include a wide range of skills, a broad understanding of all school's operations related to the technical demands including curriculum development, students' management, personal, finance, administration, facility maintenance, support services and school's relationships with community.

Based on the explanation about the importance of the Principal's role on the quality of learning encourages researchers to map the managerial competence of the Primary School's Principal in South Sumatera. This research maps the managerial competence considered weak from 16 (sixteen) managerial competencies of Primary School's Principals in South Sumatera based on (National Education Minister Republic Indonesia Number 13 of 2007). This study contributed to the Ministry of Education and Culture Republic Indonesia in conducting the managerial competence of Primary School's Principals in South Sumatera. This research was supported by (Amuche, 2013) from Nigeria states the most ECWA Secondary School principals were not professionally competent in school administration and planning. Also, principals' managerial competence had a negative relationship (-0.02) with students performance in ECWA secondary schools.

Mapping the managerial competence of the Primary School's Principal in South Sumatera was done because (Sergiovanni, 1987) argues the school principal is the most important and influential in any schools. He sets the tone of the school, the climate of learning, the level of professionalism and morale of

teachers and the degree of concern for what students may or may not become. Fullan (2000) also states almost every single study of school efffectiveness has shown both primary and secondary leadership to be key factors. Udoh, et. al. (2000) states the level of achievement in any institution of learning lies mainly with how competent the school leadership is in the area of managing the human, material and financial resources at his disposal.

The importance of mapping the managerial competence of the Primary School's Principal in South Sumatera relevant with the argumentation of Ministry of Higher Education (KPT) monitoring the management level at the schools level is imposed that the Principals should be given training in management (Ministry of Higher Education, 2007). This course has to expose new development in the management fields to all Principals so that they will be able to give more effective leadership. The research results from Ali et al. (2014) and Ibrahim et al. (2012) also state that Principals are often seen as a determinant towards the sustainability of a school". Therefore a school's academic success is very dependent on school's leader. Other relevant research also found the school leaders had links with academic success either directly or indirectly (Ibrahim et al., 2012; Leithwood, 2008; Hallinger, 2007; Mortimore, 1995; Purkey, 1983).

Method

This research used quantitative (Creswell, 2014). The quantitative approach used to obtain data assessment of managerial competence Principal. Data were collected by using questionnaire. This research was conducted to produce descriptive data of managerial competence considered weak from 16 (sixteen) managerial competencies of Primary School's Principals in South Sumatera. The population in this study is the managerial capability of Primary School's Principal in South Sumatera (17 districts). The sample selection was done purposively. According to Sudjana (1988), purposive sampling occurs when sampling is done based on consideration of researcher. Based on the consideration, the Regency election is conducted based on the representation of urban and regency areas and the distance to the provincial capital. The sample in this research was the managerial capability of Primary School Principal in 6 (six) districts included in South Sumatera were Kota Palembang, Kota Prabumulih, Ogan Ilir, Ogan Komering Ilir, Ogan Komering Ulu, Banyuasin, and Musi Banyuasin. Quantitative data analysis was done by descriptive statistics aimed at describing the principal's mastery of managerial competence.

Result and Discussion

Here, we reported eight competencies were low. First, respondents' ability in developing the school organization according to the need concluded that the respondents' ability was low because the average score of their achievement was 60,71.

Table 1: Respondents' Ability in Developing the School Organization

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average achievement
Developing the school organization according to the need	1	School organization structure	34	2,43	60,71	
	2	The unit of organizational structure	35	2,50	62,50	60,71
	3	The committee composition of the temporary activities	33	2,36	58,93	

Second, the respondents' ability in creating a conducive and innovative school's culture and climate for the learning of students showed that the ability of respondents is not good because the average score of achievement was 64,50.

Table 2: Respondents' Ability in Creating a Conducive and Innovative Climate

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average achievement
Creating a conducive and innovative school's culture and climate for the learning of students	1	Able to arrange a comfortable and conducive school headroom	46	3,29	82,14	64,50
	2	Able to arrange teacher room, BK room, comfortable and conducive office space	46	3,29	82,14	
	3	Able to arrange learning space/skill room/practice room that is comfortable and conducive	32	2,29	57,14	
	4	Able to organize laboratory space, computer room, exhibition space comfortable and conducive	37	2,64	66,07	
	5	Able to arrange a comfortable and conducive library space	35	2,50	62,50	
	6	The presence of the students' restroom	29	2,07	51,79	
	7	Able to manage the OSIS room, UKS space, cooperative room comfortably	32	2,29	57,14	
	8	Able to arrange other spaces comfortable and conducive	31	2,21	55,36	
	9	Able to organize pages and school's environment	31	2,21	55,36	
	10	Able to create a harmonious working relationship among teachers	34	2,43	60,71	
	11	Able to create harmonious working relationships among employees	36	2,57	64,29	
	12	Able to create a harmonious working relationship between teachers and employees	37	2,64	66,07	
	13	Able to create a sense of security in the school's environment	39	2,79	69,64	
	14	Able to create and socialize environmental maintenance	27	1,93	48,21	
	15	Able to apply the principle of appreciation	39	2,79	69,64	
	16	Able to apply the punishment principle	46	3,29	82,14	
	17	Able to apply/develop internal and external motivation for school's residents	37	2,64	66,07	

Third, the respondents' ability in managing teachers and staff in the framework of optimal utilization of human resources concluded that the ability is less good because the average score of achievement was 70,89.

Table 3. Respondents' Ability in Managing Teachers and Staff

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average Achievement
Managing teachers and staff	1	There are references to broaden teacher/employee insight	38	2,71	67,86	
	2	There are educational programs/training of teachers and employees	33	2,36	58,93	
	3	There is a note of guidance on MGMP school activities	38	2,71	67,86	
	4	Having a record of participation of teachers/other personnel in MGMP activities	39	2,79	69,64	
	5	There is a collection of Teacher certificates/employees attending the training/seminars/ workshops	41	2,93	73,21	70,89
	6	Having a program and record of conducting comparative studies for principals and teachers	41	2,93	73,21	
	7	There are notes about teachers/ employees who continue their formal education	39	2,79	69,64	
	8	There is a career enhancement program for teachers/employees	38	2,71	67,86	
	9	There are notes/documents on teacher/employee promotion and career development	36	2,57	64,29	

Fourth, the respondents' ability in managing school and community relationships in order to search support ideas, learning resources, and financing schools concluded that the ability of respondents is not good, because the average achievement was 64,56.

Table 4. Respondents' Ability in Managing School and Community Relationships

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average Achievement
Managing school and community relationships	1	Likes to cooperate	39	2,79	69,64	
	2	Having extensive network	42	3,00	75,00	
	3	Coordinating the related parties	37	2,64	66,07	
	4	Having a spirit of investment	35	2,50	62,50	
	5	Ability to minimize the negative risks	29	2,07	51,79	
	6	Having a spirit of renewal	32	2,29	57,14	
	7	Able to identify school's excellence	31	2,21	55,36	
	8	Able to read the situation of community needs	31	2,21	55,36	
	9	Able to communicate with various communities	34	2,43	60,71	64,56
	10	Able to promote school's excellence	36	2,57	64,29	
	11	Able to foster commitment to achieve school's independence	45	3,21	80,36	
	12	Able to equip school's facilities for independent business	41	2,93	73,21	
	13	Able to improve the welfare of teachers/employees for independent business	38	2,71	67,86	

Fifth, the respondents' ability in managing learners in order to receive new learners, and placement of learners and capacity building learners concluded that the ability of respondents is not good, because the average score of achievement was 65,05.

Table 5. Respondents' Ability in Managing Learners

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average Achievement
Managing learners	1	Having new student admission data	34	2,43	60,71	
	2	Having student administration data	35	2,50	62,50	
	3	Having extracurricular activity data	33	2,36	58,93	
	4	Having a complete data of relation school with parents	42	3,00	75,00	65,05
	5	Having a student attendance document	40	2,86	71,43	
	6	Having documents of active student awareness and involvement	33	2,36	58,93	

Sixth, the respondents' ability in managing curriculum development and learning activities according to objectives of national education concluded that the ability of respondents is not good, because the average score of achievement was 69,90.

Table 6. Respondents' Ability in Managing Curriculum

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average Achievement
Managing curriculum development	1	Having complete administrative data of learning process	38	2,71	67,86	
	2	Having complete administrative laboratory	33	2,36	58,93	
	3	Having complete administrative library	38	2,71	67,86	69,90
	4	Having data of teachers	39	2,79	69,64	
	5	Having data of staff	41	2,93	73,21	
	6	Having list of attendance and recap of teachers and staff	41	2,93	73,21	

Seventh, the respondents' ability in managing school information systems to support program and decision making concluded that the ability of respondents is not good because the average achievement was 63,39.

Table 7. Respondents' Ability in Managing School Information System

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average Achievement
Managing school information systems	1	Having school information systems	35	2,50	62,50	
	2	Implementing Information Based Systems Website	36	2,57	64,29	63,39

Eighth, the respondents' ability to monitor, evaluate, and report the implementation of school's activities with appropriate procedures, and plan the follow-up concluded that the ability of respondents less good because the average achievement was 73,81.

Table 8. Respondents' Ability to Monitor, Evaluate, and Report School's Activities with Appropriate Procedures, and Plan the Follow-Up

Group	No.	Sub-Competence	Total Score	Average	Achievement	Average Achievement
Implementation of monitoring	1	Implementing a clinical supervision program and counseling guidance	42	3,00	75,00	
	2	Implementing an extracurricular supervision program	41	2,93	73,21	73,81

3	Implementing a library supervision program	41	2,93	73,21	
4	Implementing a laboratory supervision program	42	3,00	75,00	
5	Implementing supervision program of comprehensiveness assessment of each competency	40	2,86	71,43	
6	Carrying out supervision of other activities	42	3,00	75,00	

This research found there were 8 (eight) sub managerial competencies considered weak and need to be coached. Many aspects of managerial competence, to meet the aspects of managerial competence, the principal's skill is required always grow. The development of the principal is required because Gibson et. al. (1982) state that principal is perhaps the single most significant factor in establishing an effective school. Maekenzie, (1983) argues effective school is school that demonstrate high standards of achievement in academics have a culture characterized by a well-defined set of goals that all member of school administration, faculty and student-value and promote. According to Shannon et. al. (2007) in obtaining an effective school predicate, the school must implement nine criteria are a clear and shared focus; high standards and expectations for all students; effective school leadership; high levels of collaboration and communication; curriculum, instruction and assessments aligned with state standards; frequent monitoring of learning and teaching; focused professional development; a supportive learning environment; and high levels of family and community involvement. To meet the nine criteria the principal's managerial competence is the answer in making it happen. Karpin, (1995) states good managers are the key for a better competitive economy and better organizational results.

Krajcovicova, (2012) argues managerial competence is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. Wahab, et. al. (2014) argues the managerial competence as sets of behaviors that enable individuals demonstrate the effective performance of tasks within the organization. The result investigation of Martina, et. al. (2012) assume the managerial competence consists in its application in the areas (1) recruitment, (2) employee evaluation, (3) training, (4) employee development, (5) carrier management, (6) adaptation to changes, (7) enhancement of productivity of labour and (8) an organization's performance. According to [28] managerial competence provides a sound basis for an effective performance management program. So did the results of the investigation Abraham, et. al. (2001) concluded that the successful manager was substantially greater than the percentage of organizations that used the same competency in managerial performance appraisal process. Chen, et. al. (2010) also state the managerial competence strategically driven by organizational core competence. Employee competency and organizational core competence are similar and linked in terms of person-organization fit and person-job fit. The last, Mumford, et. al. (2002) state the successful innovation management, a manager must acquire or possess expertise in the domain at hand, creativity, ability to carry out transformational leadership behaviours, planning and sense-making, and social skills.

Conclusion

There were 8 (eight) sub managerial competencies considered weak and need to be coached; 1) developing the school's organization according to the need, 60,71%; 2) creating the conducive and innovative school's culture and climate, 64.50%; 3) managing teachers and staff optimally, 70.89%; 4) managing school and community relationships, 64.56%; 5) managing students 65.05%; 6) managing curriculum development and learning activities according to national educational goals, 69,90%; 7) managing school information system, 63,39%; 8) monitoring, evaluating and report the implementation of school's program activities appropriate with procedures, and planning for follow-up 73.81%. The results of this study contributed to the Ministry of Education and Culture Republic Indonesia in conducting the managerial competence of Primary School's Principals in South Sumatera.

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