

Principal Managerial Competencies: Implications for Vocational Secondary Education

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Abstract

This article focuses on the managerial competence of principals. This study uses a qualitative approach with a descriptive method. Observation, interview, and documentation techniques were used to collect data, then analyzed through the process of data reduction, data presentation, and drawing conclusions. The findings indicate that the principal's managerial planning is carried out based on the vision, mission, school goals, and needs. The principal involves all elements of the academic community in planning for school improvement and development. Planning to increase teacher professionalism is carried out in work meetings and described in strategic plans and school operational plans. Aspects of assessment in educational supervision are teacher attendance, teacher performance in schools, student development, lesson plans, and syllabus. The obstacle is competence in keeping up with the latest technology. Thus, this article contributes to knowledge about managerial competence as well as managerialism.

Keywords

managerial competence;
principal, planning, vocational
high school



I. Introduction

Education is one of the most important pillars in improving the quality of human resources because as a nation, Indonesia needs superior human resources in order to be able to compete with other countries. 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 educational innovation steps with professional management, so that educational institutions can produce graduates who are reliable, intellectually, skillfully, and spiritually who are ready to enter the community.

In 2015, the United Nations, including Indonesia, through the fourth indicator of sustainable development has set the goal of education, namely to ensure quality education that is inclusive and equitable for all people (United Nations, 2015). Recognizing the importance of improving the quality of education, the government continuously strives to realize this mandate, among others through the development and improvement of the curriculum and evaluation system, improvement of educational facilities, development and procurement of teaching materials, as well as training for teachers and education personnel. Thus, improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. However, in recent years, there has been the widespread publication of the low quality of education in Indonesia.

A recent study conducted by Azainil et al., (2018) shows that it is necessary to implement a quality assurance system to overcome various obstacles in improving the quality

of education in schools. Some of these obstacles involve aspects of teacher motivation, student learning achievement (Huang, 2020), learning curriculum (Cahaya, Suryaningsi, et al., 2021), supervision, and reporting (Nurlaili et al., 2021), funding, infrastructure, and organizational culture (Amon et al., 2021), principal leadership, and managerial competence (Hanim & Wazir, 2021). As a result, although the government has tried to issue a number of pro-education policies, they often do not show a positive correlation with improving the quality of education.

Quality in education is an evaluation of the educational process that increases the need to achieve and develop the talents of students, and at the same time meet the standards of accountability that have been set for inputs, processes, and outputs in schools (Mutholib et al., 2021). This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). In an effort to produce quality schools, many factors are involved, one of the most decisive roles is the principal. 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 activities in schools. Human resources, finance, facilities, and infrastructure as well as information will not be able to play an optimal role in achieving school goals without being managed properly by the principal.

A recent study by Dagnew Kelkay (2020) reports that the role of principals has undergone major changes, became more complex, and shifted from a manager-building role to that of a visionary instructional leader (Hanim & Wazir, 2021). In terms of improving the quality of education, a study conducted by Lochmiller and Mancinelli (2019) contributes to a global body of research examining the enactment of discourse and policy steps of principals towards increasing principal autonomy. Liebowitz and Porter (2019) stated 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 demand for the development of principals' managerial abilities is very much needed, in connection with the limitations that exist in them as humans. This self-knowledge is necessary, considering that humans are not all-around creatures. According to Mulyasa (2007), not all school principals have sufficient insight to carry out their duties and functions in improving the quality of education in schools.

II. Research Methods

This study uses a qualitative approach with a descriptive method (Evans & Jones, 2011; Miles & Huberman, 2014) to examine the managerial competence of vocational high school principals in planning for improving the quality of education. The study took place at a vocational high school in Samarinda City, Indonesia, from September to December 2021. Twelve classroom teachers and four principals, all with undergraduate degrees participated in this report. Informants consisting of 7 men and 9 women with teaching experience of \pm 10-35 years. Participants were specially selected, given a consent form to fill out, and informed about the research process and its benefits.

III. Results and Discussion

3.1 Results

a. Principal Managerial Competency

Planning School planning is the first series of activities in the management process. Planning is an action for the future in order to achieve the vision and mission of a school. Planning is part of the management process flow in determining the movement of human resources (teachers), from the current position to the desired position in the future. Regarding the managerial competency planning of vocational high school principals, two excellent programs were found, namely the short-term program and the long-term program. First, this short-term program is planned to be realized in 1 year by implementing the following:

1. Improve the discipline of school residents by implementing school rules and regulations.
2. Improving learning achievement through active, innovative, creative, effective, and fun learning.
3. Improving teacher professionalism through teacher working group activities, subject teacher deliberations, training, seminars, and workshops.
4. Improving school committee services by holding regular meetings with school committees.
5. Increase parental participation by holding parent-guardian meetings and book bazaars.
6. Increase community participation by holding meetings with companies, community leaders, and stock holders.
7. School operational plan.

Second, the long-term program is planned to be realized over the next four years with the following programs:

1. Provide educational services to the community in an optimal and comprehensive manner.
2. Completing educational facilities and infrastructure in accordance with predetermined standards.
3. Implement a planned and effective learning process.
4. The creation of an excellence-oriented school.
5. Empowering teachers who have professional abilities in the learning process
6. The graduates have language skills (Indonesian and English) in conversation.
7. Creating students who have a noble character, efficient, social power in the era of globalization.

The sources of planning data for the principal of the Samarinda Vocational High School are in the school documents, namely: 1) the principal's work program book; 2) the school's mission and mission book; 3) the principal's daily workbook; 4) the minutes of the annual service meeting. Regarding the preparation of plans which are a series of activities from the principal's management, most of the informants said that school planning was prepared in the form of short-term planning programs and long-term planning programs. It was revealed in the interview that, "school planning has two plans, namely short-term plans and long-term plans."

Furthermore, the deputy's head explained that in addition to the short-term plan, the principal also carried out a long-term plan in the form of providing educational services to the community in an optimal and comprehensive manner. In terms of compiling management plans, the principal always invites representatives, teachers, and staff including committees and representatives of parents of students according to the discussion

to be completed together, this statement was conveyed by the principle: "Student representatives, curriculum representatives, infrastructure representatives, teachers, the school committee, representatives of parents, school guards, cleaners and school guards are involved." Regarding the preparation of management planning, the principal which is a series of activities from management, other principals also conveyed their experiences that "Meetings or face-to-face meetings with employee teachers, vice principals, curriculum representatives, school committees, parents' representatives, and all educational staff."

In any organization, in every planning process, problems arise in connection with decision-making. This was conveyed by the informant: "Every school planning preparation cannot be separated from obstacles in decision making." Furthermore, the principal informant explained that in the meeting all teachers were asked for their opinions and ideas related to school programs, especially regarding the development of teacher professionalism, the obstacles faced by teachers in the learning process in the classroom, and how to solve them. Regarding planning, the vice-principal for curriculum explained: "For joint discussions to plan and determine the programs to be implemented."

In line with the above, the teacher informant also explained that "I was a teacher as well as other teachers are always involved in planning meetings." The work program is a basic design of one job, regarding implementation guidelines, deadlines, division of responsibilities, infrastructure facilities, and all-important matters covering all elements for the success of the program. This work program is comprehensive in nature, summarizing all the benefits of a single institution. The work program can also be interpreted as an activity plan from an organization that is directed, integrated, and systematic which is made for a time span that has been determined by an organization.

b. Implementation of Principal Managerial Competencies School

Coaching and development is a follow-up to the planning and teacher recruitment process. Careful planning will determine the success of the school's coaching and development process. The forms of improvement and development of vocational high schools in Samarinda City include including teachers in scientific forums (seminars, training, workshops, workshops, and courses), further studies, revitalization of subject teacher deliberations, forums for friendship between teachers, welfare allowances, provision of supporting facilities. such as providing internet facilities to access new information, purchasing new books that support schools, this is as explained by the principal informant, "We always do programs or efforts to improve schools."

In detail, the coaching and development efforts carried out by other school principals stated: "We organize and involve teachers in scientific forums (upgrading education and training /in-service training), workshops, and seminars." Vocational high schools, in addition to having strategic plans as well as having operational plans, are school operational programs in the short and medium-term, namely, (1) recruitment of new teachers for temporary teacher salaries', (2) guidance and development of teacher professionalism, (3) monitoring and evaluation.

From the description above, it can be seen that the principal of vocational high schools in carrying out management planning by holding meetings or meetings between the entire academic community in the school. In these meetings and deliberations, future planning programs will be discussed. Therefore, teachers are required to play an active role in conveying their ideas and ideas because school principals are very democratic in the sense of giving teachers the freedom to convey their ideas and ideas. In the management planning process, the principal who has a policy of determining planning always pays attention to the needs, pays attention to the vision and mission and goals of school education, as well as job position analysis, to then prepare the right structural design, as the

main basis in placing people/teacher in the right position. This is in line with the concept of the right man in the right job at the right time.

The principal who consults with the Education Office is intended to avoid misunderstandings (miscommunication) because vocational high schools are hierarchically bureaucratic under the auspices of the office of education. Education and training is one way to improve the ability/professionalism of teachers. In addition to improving the professionalism of teachers in teaching and learning activities, education and training are also useful for teachers to obtain new information related to education, teaching, new methods in the field of learning as well as useful for teachers to help develop schools. This was conveyed by one of the principals, "In order to improve the professionalism of teachers, we always send teachers in turns."

Furthermore, a deputy headmaster also explained that vocational high schools in order to improve and develop schools, were carried out by holding training on class action research independently, this was in accordance with the statement: "Vocational secondary schools are currently intensively organizing training independently to improve the quality of teachers." In line with this, another school principal said: "Involving seminars, training, courses, subject teacher deliberations, further studies, gathering forums between community teachers and parents."

The principal as a policymaker or involving teachers in training, seminars, and workshops is to fully finance these activities. This is as stated by the head: "In terms of financing, include teachers in training, seminars." Teachers who have finished participating in activities such as education, training, and seminars are asked to present and report the results to the principal in particular and to teachers in general, this is intended so that the material and knowledge gained can be transmitted to other teachers. Based on this, it can be concluded that in developing schools, principals involve teachers in education and training programs, and even organize education and training which are carried out independently by teachers through subject teachers' consultation organizations.

c. Principal Managerial Competency

Control Transparent and objective control are absolutely necessary, and control is the final activity of management processes and actions. control over schools is usually more focused on the individual achievements of teachers and students, especially in teaching and learning activities, and their participation in educational activities in schools. Vocational high schools under the leadership of school principals always conduct assessments and evaluations of teachers, especially regarding teacher performance in school facilities, and student development. In this regard, the principal explained: "supervision of teachers through class visits, individual talks, and group discussions."

Another principal further explained, "Teachers who have problems, I call them to the office, what problems are they facing." Assessment of teachers is carried out by the principal to find out matters relating to personal, status, work, work performance, and teacher development so that objective value considerations can be developed in taking action against a special employee who is needed to consider; promotion, periodic salary, awards, transfer of position (promotion), change of work area (mutation).

A controller in this case the principal is always objective in controlling the teacher so that it is easy to foster and improve it. The target of school control carried out by the principal is to review classroom records such as student achievement and progress, test results, lesson plans. This is as expressed by the principle: "I also evaluate teachers by checking class notes."

d. Constraints and Solutions to Principal Management

In a school or any organization, there will almost always be obstacles or frictions in applying a rule and application of management, including efforts to implement management reform. Individual or individual barriers, according to the researcher's experience, are the most dominant obstacles in every planning and implementation. Several reasons arise, one of which is an inadequate level of education causing a person to lack the ability or competence to keep up with the latest technology.

Managerial barriers are caused by differences in the views of several teachers and employees in the preparation of planning and implementation. Schools or small organizations, generally do not experience too significant obstacles. On the other hand, large organizations, of course, have a greater chance of impediment. This was explained by the principle that: "The solutions are especially in vocational high schools, such as individual barriers and managerial barriers." The principal's statement is in accordance with the observations of researchers in the field, every day the principal always gets visits from several stakeholders to provide moral support and solutions, because vocational high schools are indeed favorite schools, especially in urban areas.

The vice principal's statement is also in accordance with the observations of researchers in the field, as the principal every day always encourages teachers and employees to keep working without being burdened with management constraints in the school because their job is to educate the nation's life and state through schools.

3.2 Discussion

Planning is a basic function of management, because organizing, directing, coordinating, and controlling must first be planned. This plan is dynamic, meaning that it can be changed at any time according to the conditions at that time. This planning is aimed at a future full of uncertainty, due to changing conditions and situations, while the results of the planning will be known in the future. Of course, every organization or agency does planning first before carrying out the next activity, the definition of planning according to some management experts.

The school work plan is one component of school program planning. The school work plan describes the goals to be achieved within a certain period of time as the basis for school management in supporting the improvement of the quality of graduates. Schoolwork plans must be prepared comprehensively and describe the school's efforts in achieving national education standards in accordance with the potential of the school and local environmental support. The school work plan consists of a short-term work plan and a long-term work plan. The school work plan has been stated in a document that is easy to read by the parties concerned. The short-term work plan describes the goals to be achieved within 1 year related to the quality of teacher professionalism to be achieved and the improvement of components that support the improvement of the quality of graduates. The long-term work plan is a work plan based on a short-term (one-year) work plan stated in the school's activity plan and budget to be achieved within the next 4 years.

According to the results of interviews, observations, and documentation of researchers, the managerial ability of the principal is in accordance with standard operating management procedures, because the principal has carried out the preparation of the school's vision and mission contained in the work program, namely short-term and long-term plans involving the vice-principal, teachers, administration, school committees and even representatives of parents in making plans that will be implemented in the future. The principal is also at the beginning of the school year, the beginning of the semester, and the middle of the semester by involving representatives and teachers. Always hold official meetings in making a joint decision so that all the aspirations of various parties have been

stated in the work program, although there are obstacles in the preparation of the plan with the managerial ability of the principal in the school it can always be overcome without causing new problems.

School Coaching and development is a follow-up to the teacher recruitment and planning process. Careful planning will determine the success of the school's coaching and development process. Forms of school improvement and development in schools include including teachers in scientific forums (seminars, training, workshops, workshops, and courses), further studies, revitalization of subject teacher deliberations, forums for friendship between teachers, welfare allowances, provision of supporting facilities such as the provision of facilities. internet to access new information, purchase new books that support schools, organize and involve teachers in scientific forums.

The principal also conducts recruitment which is a series of activities from the planning implementation process as a form of organization, recruitment of new teachers, in this case, is teachers, recruitment is an activity to meet the need for teachers in a school both in terms of quantitative and qualitative. Recruitment of new teachers is a continuation of the planning process, in the recruitment process must pay attention to existing teachers compared to available jobs (job analysis), pay attention to demand (demand), supply (supply), conduct an analysis between the two which is then continued with the recruitment of new teachers.

Procurement of new teachers in vocational high schools, in this case, are honorary teachers, because teachers with the status of civil state apparatus do not go through a recruitment mechanism but assistance from the government which is distributed directly by the Education Office, schools only need efforts to increase teacher professionalism. To meet the desired needs, the school conducts a strict selection, starting from an ability test conducted by interview, written test, and practice. In procuring new honorary teachers through a series of activities starting from preparing to accept applicants who will take part in the selection, conducting various tests, conducting interviews, background research on applicants, preliminary research on the skills, knowledge, and skills of applicants.

With a strict selection, the prospective teachers who were successfully recruited were actually teachers who were in accordance with expectations and had been planned in advance, because they had gone through a process ranging from job analysis to job analysis. In conducting teacher recruitment, the principal first consults with the Education Office.

Education and training is one way to improve teacher professionalism. In addition to improving the professionalism of teachers in teaching and learning activities, education and training are also beneficial for teachers to obtain new information related to education, teaching, new methods in the field of learning as well as useful for teachers to help develop schools.

According to the description above, it can be concluded that in improving the quality of education, school principals involve teachers in education and training programs, and organize education and training independently through teacher organizations. The principal also emphasized that teachers should take further studies, because they can support teacher careers, especially in promotion for teachers, useful in improving the academic qualifications of a teacher, especially for teachers who will take certification in positions. In addition, further study is also beneficial for the scientific development of a teacher. The principal always provides encouragement and motivation for teachers to carry out further studies to a higher level.

In conducting further studies, there are two kinds of paths that can be taken, namely through official education (scholarships from the government) and there are through independent fees. Teachers who are conducting further studies to the post-graduate level

are all on their own initiative or at their own expense. Actions taken by school principals in motivating teachers to carry out further studies are an initiative and policy to improve teacher academic qualifications and make it easier for teachers who will take part in in-service certification programs. By increasing academic qualifications, teachers are expected to increase their power and ability to carry out their duties as educators in schools.

The teacher organization is a forum or organization for teachers to carry out activities including compiling and evaluating the development of educational progress in schools, dealing with a dense curriculum and looking for appropriate learning alternatives, and finding various variations of methods, variations of media to improve the quality of learning. Vocational high schools under the control of the principal already have and optimize teacher organizations.

Every time a teacher organization meeting is held, members of the organization exchange opinions on problems that arise in teaching and learning activities, and find solutions. In addition, members also exchange information about new methods to facilitate the delivery of learning materials for students. With the existence of a teacher professional organization, the principal has carried out the process of organizing and developing teacher professionalism, because teachers can exchange ideas and information in terms of the subjects they will convey to students, both regarding methods, media, and subject matter. In addition, teachers can also discuss with each other the problems they face in the teaching and learning process at school and find solutions.

Transparent and objective control is absolutely necessary, and control is the final activity of management processes and actions. Control of schools is usually more focused on the individual achievements of teachers and students, especially in the professionalism of teachers, and their role in educational activities in schools. Vocational high schools under the leadership of the principal always conduct assessments and evaluations of teachers, especially regarding teacher performance in school facilities, and student development.

Assessment of teachers is carried out by the principal to find out matters relating to personal, status, work, work performance, and teacher development so that objective value considerations can be developed in taking action against a special employee who is needed to consider; promotion, periodic salary, awards, transfer of position (promotion), change of work area (mutation).

A controller in this case the principal is always objective in controlling the teacher so that it is easy to foster and improve it. The target of school control carried out by the principal is to review classroom records such as student achievement and development, test results, lesson plans. In accordance with the observations of researchers in the field, every morning, the principal always goes around the school to check one by one the classrooms to ensure whether there are empty classrooms or teachers who do not come to class and see the conditions and situation of the school atmosphere.

Individual or individual barriers, according to the researcher's experience, are the most dominant obstacles in every planning and implementation. Several reasons arise, one of which is an inadequate level of education causing a person to lack the ability or competence to keep up with the latest technology. Managerial barriers are caused by differences in the views of several teachers and employees in the preparation of planning and implementation. Schools or small organizations, generally do not experience too significant obstacles.

On the other hand, large organizations, of course, have a greater chance of impediment. While management solutions in schools can be handled well, this is from the observations of researchers in the field, schools always receive visits from the local city

government to provide moral support and solutions because vocational high schools are indeed favorite schools. The vice principal's statement is also in accordance with the observations of researchers in the field, the principal always encourages teachers and employees to keep working without being burdened with management constraints at school, because their job is to educate the life of the nation and state through schools.

IV. Conclusion

The results of this study indicate that the principal's managerial competence planning is carried out based on the school's vision, mission, goals, and needs. The principal involves all elements of the academic community in planning school improvement and development. Managerial organization, in this case, is the recruitment of teachers, the principal first conducts a job position analysis, and the recruitment process is carried out through a comprehensive selection procedure. Planning to increase teacher professionalism is carried out in work meetings and described in strategic plans and school operational plans. The findings of this study provide empirical evidence that shows that principals involve teachers in various scientific forums (such as training, upgrading, seminars, and workshops), further studies, revitalization of teacher organizations, forming a forum for friendship between teachers, improving teacher welfare, increasing supporting facilities and services as well as adding library collections, optimizing counseling guidance services, comparative studies to other schools personally and teacher certification.

At the supervision stage, the principal supervises the education of teachers personally and in groups, both with direct and indirect educational supervision techniques. Aspects of assessment in educational supervision are teacher attendance, teacher performance in schools, student development (test results and student achievement), lesson plans, and syllabus. However, in our opinion, individual constraints are the most dominant obstacles, especially in the preparation of planning and implementation. One of them is an inadequate level of education causing a person to lack the ability or competence to keep up with the latest technology. Then, managerial barriers due to differences in the views of some teachers and employees can be overcome with a persuasive approach and a familial approach, so that any deficiencies or differences that occur can be accepted by all school members with a high spirit of unity.

Finally, some implications for the managerial competence of principals should be given through this conclusion. First, principals must be able to consider cultural differences when assigning assignments to teachers in different cultural environments. Second, schools should pay more attention to and consider the alignment between the competencies they think they teach and the competencies that leaders actually demand. Third, the principals studied have the same view on what constitutes a meaningful evaluation, namely involving all stakeholders to achieve an increase in the quality of education, as well as being useful for improving teaching, student achievement, and everyday school life. This shared understanding can be linked to shared professional values as part of professional responsibilities.

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