

Managerial development model of head of SMA in Padangsidempuan to achieve quality school

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Abstract. The aim of this study is to develop a model of leadership managerial competence of head of High School in Padangsidempuan. The expected model can be used as a reference for school supervisors in conducting guidance of managerial competence of head of SMA Padangsidempuan. This research was done using research and development (R and D) by applying the procedural model. The data of this research are consisted of (1) qualitative data that was obtained from observation, interview, and documentation of the study and it was analyzed using descriptive statistics. (2) quantitative data by using questionnaire. The qualitative data were analyzed using three ways, ie data reduction, data presentation, and taking conclusions. The findings of this study are (1) The coaching is focused on the administrative aspect and has not yet touched the managerial competence of the principal of SMA Padangsidempuan and (2) the coaching process has not been done properly. This research resulted a model of managerial competence development for the head of SMA Padangsidempuan consisting of two components, namely (1) the identification instrument of managerial competence and, (2) the steps of coaching the managerial competence of the principal of SMA Padangsidempuan. This model is equipped with a support system that includes a program of leadership managerial competence of senior high school Padangsidempuan. The test results show that this model is practical and effective for use in improving the managerial competence of SMA Padangsidempuan. How well the model of guiding the managerial competence of the principal produced will not mean anything if its use does not get support from the parties related to the principal guidance in particular and general education management. It is therefore necessary to support the school superintendent to use this model within the Padangsidempuan.

Keywords: *Coaching managerial, Competence, Padangsidempuan.*

1 Introduction

Improving the quality of education is a target of development in the field of national education and an integral part of efforts to improve the quality of Indonesian humanity as a whole. The quality of education is influenced by several factors and one of them is the management of Ministerial Regulation No. 13 of 2007 on Principal Standards, principal managerial skills include: organizing planning, mobilization and supervision. With good managerial skills it is expected that each principal can be a driver and disciplinary enforcer for teachers so that they are able to demonstrate the productivity of their performance. Louise Moqvist stated that "competency has been defined in the light of actual circumstances relating to the individual and work". Otto and Sanderr in Wahyudi (2009) said that the conceptual education organizations is the ability of the principal to view the school as a whole, plan change, design school goals, make valuable assessments of the effectiveness of school activities and coordinate programs in harmony. A competency is an underlying characteristic of individuals that is causally related to criterion-referenced effective and or superior performance in a job or situation. Management is knowing where you want to go, what shall you must avoid, what the forces you must deal, and how to handle your ship, and your crew and waste, in the process of getting there

Dimeck, (1954) said that a principal, in addition to being able to carry out management processes that refer to the functions of management, is also required to understand and apply all the substance of educational activities. Wayan Koster (1984), a principal is required to have the ability to: (1) describe the school resources to support the implementation of the teaching and learning process, (2) the administrative head, (3) as the planning manager and teaching leader, and (4) have the task of organizing, and leads the overall execution of educational tasks at school. Meanwhile, according to Longenecker (1980) that based on the results of analysis of managerial activities, identifying the main foundations as the principal managerial scope include; (1). Planning and decision making, (2). Organizing for effective performance, (3). Leading and motivating, (4). Controlling performance. Furthermore, the basic function of management according to Terry (1986) suggests four functions namely Planning, Organizing, and Actuating.

This is evident from the phenomena in the field such as: (1) The existence of school construction programs previously planned in a certain period and it cannot be completed on time. (2) The existence of teachers who are still lacking to provide learning tools well. (3) The existence of poor school staff who serve the community well and less friendly in performing their duties. (4) There is a less harmonious relationship between fellow teachers or with school staff. (5), The presence of teachers who feel less

comfortable when the principal is in school, because of the less harmonious relationship between the two. (6) The presence of students and teachers who are late coming to school. (7) The existence of poorly maintained school facilities. Like the toilet that has long been left damaged, the tables and benches are not maintained, roads and parks are damaged. (8) The existence of schools that still have not utilized the media of information technology in learning, (9) The headmaster is less overseeing subordinates and (10) The existence of schools less drive school citizens.

The explained phenomenon shows that school management still needs to be improved. For the sake of the implementation of good management then the implementation of managerial competence of the principal should be maximized, and how the implementation of managerial competencies executed by the principal to be effective.

Based on the above description, this study aims to a. analyze and describe the managerial competence of head of high school in Padangsidempuan, b. analyze and describe the guidance of managerial competence of head of high school which is executed and build model of managerial competence of head of high school and as guidance to high school supervisor in Padangsidempuan in fostering managerial competence of headmaster in reaching quality school.

2. Methodology

This research carried is out in the form of Research and Development which is to produce a model of managerial competence of the principal. Sunarto (2005) suggests that development research is an effort to develop and produce a product. Gall and Borg (2003: 569) suggests that development research is a systematic development model, field test, evaluated, and refined to meet criteria determined in terms of effectiveness, quality, or other established standards".

This research was done at high school in Padangsidempuan. The data have been collected and analysed using qualitative descriptive analysis techniques. The data analysis was done by going through the stages in accordance with the method proposed by Miles and Huberman (1992) i.e. data reduction, data presentation, and conclusion. Data reduction was an activity as it is of the informant, the presentation of data was the description of data in accordance with the classification and then drawn conclusions.

Development Procedures

The guiding model of headmaster's managerial competence in this research was arranged in the form of descriptive arrangement model through the

steps set by Sugiyono (2010), that is as follows: 1. Potential and problem, 2. Data collection, 3. Product design, 4 Design Validation 5. Design Revision, 6. Product Testing, 7. Product Revision, 8. Trial of use, 9. Product Revision, and 10, Models produced.

3. Results and Discussion

Description of the Potential of Coaching Managerial Competence for High School Principal in Padangsidimpuan

The potential of principal coaching intended in this research is the state of human resources that is directly related to the implementation of the managerial competence of the headmaster of SMA Padangsidimpuan.

In the implementation of coaching that has been done shows coaching to the school still describes the coaching on an individual basis. The description of the principal managerial coaching qualifications attended by school supervisors are still individually.

Data Collection

a. Description of managerial competence condition data of the SMA's principal in Padangsidimpuan

The data on the condition of managerial competence in the high school of Padangsidimpuan include the ability of the principal to plan, organize, execute, supervise, and follow up something. Each data is presented in the section as follows:

1. Ability in Planning

Mastering the theory of planning and all national education policies as a foundation in school planning, both strategic planning, operational planning, annual planning, and revenue and expenditure budget plan (RAPBS) can be used to develop a strategic plan (RENSTRA) of school development based on the overall national education policy, through strategic planning approaches, strategies, and processes that adhere to the principles of good strategic planning. Able to develop an operational plan (RENOP) of school development based on the overall strategic plan that has been prepared, through the approach, strategy, and process of planning that adheres to the principles of preparation of a good operational plan.

The data obtained from the field shows that in general high school principals in Padangsidimpun generally do not have a good planning

2. Ability in Organizing

Organizing as a process of dividing work into smaller tasks, assigning those tasks to people who fit their abilities, and allocating the organization. Organizing also means a system of cooperation between one or more persons in order to achieve a particular goal. Organizing also means division of work between one person and another, between units with other units and between parts one with the other. This has not yet been done as expected to manage the school.

3. Ability in Actuating

Actuating is an action to ensure that all members of the group strive to achieve appropriate targets to organizational planning and organizational endeavours. In this activity found that the headmaster does not have activities how to keep the school that he developed more advanced and developed in accordance with what is expected by society and government. Actuating is an effort to mobilize man power and utilize existing facilities. In other word, actuating can be interpreted as an effort to move. The movement function is like a motor on a machine.

4. Ability in Supervising

Supervision is conducted to collect data on the implementation of cooperation between teachers, principals, staff and others in educational unit institutions. Systematic control measures 1) Pre-control that is a plan that will minimize the need for corrective action. 2) Determination of the standard that is to determine the level of performance for each job. The research findings are related to the principal's ability to supervise the principal both on the teacher resources, the students in performing the teaching and learning process in the classroom is not good.

b. Description of Managerial Competence data of School's Principle

In this discussion the researcher will describe the data relating to the guidance of managerial competence of head of high school. The data is classified in three types, namely: Coaching by supervisors individually, group, observation, training and opinion exchange.

1. Coaching of Principal Managerial Competence by School Supervisors

Coaching is defined as a supervision by Daresh (1972) interpreted as a process of supervising a person's ability to achieve organizational goals. Wiles defines supervision as an aid in the development of teaching and learning situations and McNeil (1978) defines the task of supervision that includes the task of planning, administrative tasks and the task of participation.

2. Coaching of Principle Managerial Competence of High School Through Training

Training according to Dessler (2004) is a learning process and studies show some of the things you normally do to improve the learning process. Rulianto and Nurtjahjani (1996) interpreted similarly to the training that is an activity of the company that intends to improve and develop the attitude, behavior, skills, and knowledge of the employees in accordance with the wishes of the company concerned.

Designing a Model

Designing a model of coaching managerial competence of head of high school Padangsidempuan is conducted by school supervisor. Competitive coaching activities are offered in two categories: individual-folded coaching, and group-linked coaching.

a. Instrument to Identify of Principle Managerial Competence of Senior High School

Instrument identification of high school principal managerial competence is the first component of the managerial competence of senior high school principals. The instrument is developed based on the indicator of managerial competence of the school which is formulated in the principal managerial competence of the school that has been stipulated in Regulation of the Minister of National Education Regulation No. 13 of 2007,

b. Stage of Coaching for Principle Managerial Competence of Senior High School

In general, the coaching of high school principal managerial competence in this model is done through several steps, namely:

1. Identify the Principal Managerial Competence of Senior High School

The first stage in order to foster the managerial competence of the principal is to identify the managerial competence of the principal of SMA. Identification of this competency aims to get an overview of the condition of managerial competence of school high school principals.

2. Results analysis of Head Managerial Competence

The second stage of data obtained from the instrument identification of managerial competence then is analysed to obtain a picture of the principal managerial competence.

3. Designing Competence Development Program of Headmaster Managerial of Senior High School

In the third stage it is possible to design possible coaching to increase the managerial rationale of senior high school principals based on data obtained

in the first step. The design of coaching that will be done instead is arranged cooperatively and comprehensive.

4. Implementation of Principal Managerial Competency Supervising

The fourth stage of this step, the school superintendent conducts the guidance of the principal's managerial competence in accordance with the program developed. The implementation of coaching is done through several activities starting from the preparation, initial meeting, core activities, and return meetings.

5. Monitoring

School supervisors need to monitor the implementation of principal competency building actions that have been agreed with the principal. Monitoring is conducted in order to collect and obtain data on the implementation of coaching actions. Monitoring is done by using an existing coaching book.

6. Evaluation

The final stage of competence training for school is evaluation. Evaluation is done if the monitoring result indicates that the improvement suggestion has succeeded in improving the principal's competence.

Focus Group Discussions (FGD)

Suggestion or input related to 1. The coaching model focused on managerial competence, 2. Preparation of instrument should refer to standard process, 3. Model coaching should be equipped with program of coaching managerial competence of head of high school.

Revision of Model

The revision of the model was implemented to develop a program of managerial competence of head of high school. Principal needs of coaching principal high school managerial competence which includes: 1. The needs of the principal to the purpose of guidance to be done, 2. The needs of the principal of the guidance material, 3. Engineering coaching is expected by the principal of high school, 4. evaluation expected by high school principals, and 5. Follow-up coaching is expected by the principal of high school.

a. Description of the principal's need data for the goal of co-managerial competency of SMA headmaster

The purpose of guidance that obtains high percentage value is the improvement of school principal's ability to develop the School

Development Plan (RIPS) 93,05 and the improvement of headmaster's understanding on the planning of 91.65%, this is an indication that the ability of the headmaster in managing the school still need more intensive coaching both individual coaching and group coaching conducted by school superintendents.

b. Description of Headmaster Requirement Data for High School Managerial Coordination

The category needed by the principal of high school is a material achievement to carry out each evaluation that is getting 73.61%. The group of material that obtained the highest average score is the ability of school principals to understand the school management that is 94.16%. This is an indication that high school principals are in dire need of improving their managerial capacity for schools.

c. Data Description of Managerial Competence Development expected by Head of Senior High School

Data on the technical guidance that high school principal expects to be conducted by school supervisors is 91.66%. This is expected the school supervisors to coach by providing guidance and training. While the technique that gets the lowest score is coaching done by giving the task (75.00%). In addition to the data above also contains information that in general principals expect that school supervisors do coaching with varied techniques.

d. Description of Data on the Evaluation Coaching Expected of Headmaster

As much of 87.50% data on evaluation indicate that principals generally expect school inspectors to evaluate the guidance. School principals strongly agree if the evaluation of principal managerial coaching is done by observation of school and seen from the success of the principal in managing the school he coached.

e. Description of Data on Follow up of Guidance Expected by Headmaster

The results of the calculations illustrate that the principal in general is expecting the school supervisor to follow up after the coaching is done. Follow-up is highly expected by the principal to be given an opportunity to improve careers and as a reward for the award-winning principal (93.05%). While the follow-up coaching that gets the lowest score is the head of the school that has been fostered carry out further guidance (68.05%). In addition, the data also contains a message that in general the principal is expecting the school supervisor to follow up the coaching that varies.

Validation of Model by Experts

The data have been obtained from experts in the form of qualitative data in the form of comments and suggestions on the book model of coaching managerial competence of senior high school. Each component is assessed from the aspect of the substance, language, and presentation. Comments and suggestions from experts are used as inputs for the perfection of the product.

Revision of Model

Based on the results of the Focus Group Discussion (FGD), the researcher revised the model related to:

1. The coaching model has focused on the managerial competence of high school principals.
2. Formulation of the principal managerial competence instrument has been based on process standards
3. Conducted coaching program of high school managerial competence with based on needs analysis.

Test of Model

Models that have been compiled in the test for limited group. Namely at 6 school supervisors. The test is done to find out the level of practicality and effectiveness of the use of the model of coaching senior managerial competence. Accordingly, the test model data presented in the section consists of: 1. Practical data model, and 2. Data model effectiveness. its implementation reaches 85.28%. Thus it means in terms of the implementation of the guidance model of principal managerial competence is very categorically categorized.

1. School Supervisor's Response as a Model User

The supervisor's response to the principal managerial competence development model varies between 83.3% to 97.7% (in the very practical category). The school supervisor says all the components of the model are very practical by giving the reasons that are: 1. Facilitate in carrying out the coaching according to the procedure, 2. Growing motivation to carry out coaching, 3. Facilitate to know the weakness / problems of the principal, 4. Can be helpful in setting target coaching, 5. Can facilitate in providing improvement targets, 6. Can help in choosing materials and techniques of coaching, 7. Visualization makes it easy to follow the stage of the pembinan that must be done.

2. Principal Response as the Objective of Principal Managerial Competence Development

Increased motivation of principals to follow guidance done by school supervisors for several reasons: 1. Suggestions more clear improved, 2. Stages of coaching is done more clearly and regularly, 3. Reduce the fear / anxiety of the principal to be supervised by the school supervisor, 4. Coaching according to the problems experienced by the principal, 5. Coaching techniques vary, 6. Guidance yang done by oengawas school interesting to follow, 7. Obtained the success information achieved after following the coaching activities. Thus according to the school principal all components of the model are in very practical category.

Description of Data on the Effectiveness of the Principal Managerial Competency Coaching Model

The effectiveness of the constructed model can be seen from the improvement of the managerial competence score of the principal before and after being developed using the model. In the first step of managing the principal managerial competence, the principal managerial competence is identified by using the principal managerial competency identification instrument. This activity is conducted to obtain a description of the achievement score of the principal managerial competence before they get coaching.

1. Description of Data Ability High School Head to Manage the school

The principal's ability to plan school is seen from eight aspects: 1. The principal understands the foundation of the educational background 2. The principal understands the planning 3. The principal understands the organization 4. The principal understands the run and 5. The principal understands the supervision.

2. Description of Headmaster Capabilities Data

The ability of the principal in supervising before and after getting the coaching is in the good category with a range of 68.9% -76.7% and very less with a range reaching at 20%. Having gained the managerial competence of the principal, there has been an excellent improvement with a range of 81.1% -91.1% and a sufficient span of 43.2% -52.2%.

3. Description of High School Head Ability to Evaluate

The ability of the principal as a manager is seen from four aspects: 1. input, 2. process, 3. output and 4. feedback. Data of the principal's ability in conducting evaluation before and after getting coaching that the headmaster's ability to carry out evaluation before getting the coaching is in sufficient category that is the ability of the principal to evaluate with range 53.3% After coaching is done there is improvement of ability to do evaluation.

4. Description of Data Principal Ability to Follow Up

The ability of the principal to follow up before coaching is carried out generally is in sufficient category (60,95). After the guidance is done the improvement of the ability of the principal into the category bik. When compared to the principal managerial competence before getting coaching with after getting coaching there is an increasing percentage of achievement.

Re-Revision of Model

Based on the results of analysis and testing at the previous stage, the guidance model of principal managerial competence that is built in principle does not need to be revised again. Nevertheless the authors still carry out improvements mainly on the associated with writing.

Discussion

This discussion describes the following: 1. Implementation of high school principal managerial competence, 2. Development of principal managerial competence, 3. Practicality and effectiveness of the model of managerial competence of high school principals.

1. Implementation of Principal Managerial Competence of Senior High School

Principal managerial competence is the ability of high school principals in managing the school include the ability in: a. Planning, b. Organizing, c. Actuating, c. Controlling, and e. Follow-up.

a. Principal Ability in Planning

Research findings show that the headmaster ability of school in planning has not been in line with expectations. The principal in planning for school development is still guided by the existing documents.

b. Ability of School Principal for Implement in Organizing

Organizing is one of the management functions that need to get attention from the principal. This function needs to be done to realize the organizational structure of the school, job descriptions of each field, authority and responsibilities become clearer, and the determination of the necessary human and material resources. The same opinion is expressed by Robbins (2003), that the activities undertaken in organizing may include (1) assigning tasks to be performed; (2) who is working; (3) how the tasks are grouped; (4) who reports to whom; (5) where the decision should be taken (Thoha, 2004).

c. Principal Ability in Moving (Actuating)

Moving (actuating), is an activity to give encouragement, direction, and influence to all group members in order to work consciously and voluntarily in order to achieve a goal set in accordance with the planning and organization patterns. The problem of this movement is basically closely related to the human element so that its success is also determined by the ability of the principal in dealing with teachers and employees.

d. Principal Ability in Implementing Supervision (Controlling)

Controlling (controlling) is a management function that is not less important in an organization. All previous functions will not be effective without the supervisory function. Meanwhile, Robert J. Mocker as presented by T. Hani Handoko (1995) put forward the definition of oversight which contains an essential element of the oversight process, that: "Management control is a systematic attempt to set implementation standards with planning objectives, designing feedback information systems, comparing real activities with predefined standards, determining and measuring deviations, and taking corrective action necessary to ensure that all resources are used in the most effective and efficient way to achieve the objectives

e. The Headmaster's Ability to Follow Up

Principal as an educational supervisor has the function of directing, guiding and supervising all educational activities and learning activities undertaken by teachers who are supported by employees at school. Principals should make continuous observations about classroom conditions and attitudes, in the teachers' room, in the administrative room and at the teaching staff meetings.

2. Development of Managerial Competence of Headmaster of Senior High School

Coaching according to Wojowasito (1980) is defined as "building, describing and improving". The term constructed according to Crabb (1945) is defined as "the process of receiving, maintaining and improving (retining), and preserving (retaining), in an effort to meet the needs". While Barnhat (1965) defines coaching equals to build that is synonymous with gradual formation, creating structure, building, developing, enhancing, growing and civilizing.

3. Managerial Competence Model of Head of Senior High School

The coaching model is said to be good if it meets the valid, preterit, and effective criteria. Valid is associated with two things: 1. Is the model developed based on a strong theoretical rationale, and 2. Is there internal consistency. Trianto (2009) said that practicality can be met if: 1. Experts

and practitioners say that what is developed is applicable, and 2. The fact shows that what is developed can be applied. The model is said to be effective if it meets the follows: 1. Experts and practitioners based on their experiences stated the model is effective, and 2. Operationally the model gives results as expected to be said to be practical.

Implications

How well the model of guiding the managerial competence of the principal produced will not mean anything if its use does not get support from the parties related to the principal guidance in particular and general education management. It is therefore necessary to support the school superintendent to use this model within the Padangsidempuan area.

4. Conclusion

Principal managerial competence is the ability of the principal to manage the school consisting of, planning, organizing, implementing, monitoring and follow-up. Principal managerial competence in managing schools is found to still reveal various weaknesses in various fields

The supervision of the principal's managerial competence by the supervisor is still focused on the administrative aspect and still lacks in the managerial competence of the principal. In addition, coaching has not followed the appropriate coaching stages.

The research and development of leadership managerial competence model of headmaster is done through several stages and has resulted the model of managerial competence of headmaster in the form of instrument identification of managerial competence of principal and stages of managerial competence of headmaster. The model is considered practical and effective for use in conducting the coaching of senior managerial competence.

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