

Managerial Competence:

Impact to Learning Quality

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Abstract—This research contrasts with the limited study of the influence of the principal's managerial competencies on the quality of learning services. Whereas these two variables have a close relationship in the implementation of Education in schools. The quality of learning is present through the attack of the process and the influence of a number of factors, including the managerial competence of the principal who is authorized in managing the existing resources. Through regression analysis, researchers sought to obtain the relationship size of the two variables, so that it can be information for the principal in improving the quality of learning services so far. The results showed that the managerial competence of the principal had a significant influence on the quality of learning. On this basis, it is important for the principal when wanting to improve the quality of learning needs to strengthen managerial competencies.

Keywords—*competency, managerial competence, principal, quality of learning*

I. INTRODUCTION

The low quality of education services is actually a longstanding discussion. However, until now, the problem of the quality of education services has not been resolved. Everyone certainly wants and prefers educational institutions that have good quality. On this basis, schools must provide good services in order to be able to compete and provide benefits to all people of the nation and state. Quality education is the hope and instruction of all education stakeholders.

The results of the field findings, in terms of the achievement of school quality report cards at the primary school level in 2017, especially in the standard teacher and personnel SDN 1 Babakancikao still have not achieved the expected results. With an achievement score of 3.04 on the standard, it is at the level towards NSE (National Standard of Education) 2. The ideal NSE for quality achievement is at a score of 6.67 - 7.00. In terms of the standard of facilities and infrastructure, it turns out to be still below the NSE.

Education policies, especially the national education standards set by the government, are determined by the performance of schools in providing educational services. Criteria and indicators that can be taken that quality education

can be improved by schools that have 1) support from the government, 2) effective leadership of the principal, 3) good teacher performance, 4) relevant curriculum, 5) quality graduates, 6) effective organizational culture and climate, 7) community support and parents of students [1]. Management implementation in improving the quality of education is a real solution that is a hope for reliable indicators of education quality to work together in efforts to improve the quality of education.

Several factors that can affect the quality of academic services that are not examined in this study, including leadership factors [1,2]. The leadership of the principal is very influential on how to improve the quality of school services. The principal as a leader must be able to provide direction and instructions on how the school should be run in accordance with the established educational guidelines and standards. Several studies link leadership factors to have an influence on service quality [3].

Quality of education is an evaluation of the educational process that increases the need to reach and develop the talents of customers from the process, and at the same time meet the accountability standards set by clients who pay for the process or the output of the educational process [4]. Every action a party can offer to another party, which is basically intangible and does not result in ownership of something [5]. Service products can be related to physical products or not. Service is an action or performance offered by one party to another party even though the process can be associated with a physical product, performance is basically intangible and usually does not result in ownership of one of the production factors [6].

Several indicators can be used in measuring how well academic services are provided by universities to students as customers. The research results, each of them generally divides the dimensions of service quality consisting of tangibles, empathy, reliability, responsiveness, and assurance [6,7]. School facilities can be defined as things that enable teachers to do their job very well and help students learn [8].

The need for studies related to the managerial competencies of the principal is based on the lack of previous studies, especially studies that associate this competency with the

quality of learning in the school. Previous research has been more on performance [9], the quality and added value of the organization. On this basis, researchers want to examine more specifically the application of managerial competencies in the elementary school sphere and their influence on the quality of learning.

II. METHODS

This research was conducted on 63 teachers spread across 16 public elementary schools in the Babakancikao District, Purwakarta Regency. Through distributing questionnaires, data obtained is then analysis using regression techniques. The descriptive quantitative approach is used by researchers to explain the magnitude of the influence of managerial competencies on learning quality services.

Indicators of managerial competencies in this study include: cognitive skills, organizational skills, creativity, flexibility / adaptability of communication skills [10]. Meanwhile, indicators of learning quality services are reviewed through aspects of tangibles, reliability, assurance empathy. The data is processed using a regression approach, then analyzed with the support of relevant theories.

III. RESULTS AND DISCUSSION

In the previous discussion, the researcher has said that data analysis was carried out using two analytical approaches, namely correlation analysis and regression analysis. Correlation analysis is intended to obtain the level of relationship between managerial competence of the principal and learning quality service. The regression analysis is to determine the magnitude of the influence and the level of significance of the studied variables whether they are positive or vice versa. Both analyzes were carried out by researchers using XLSTAT, so that the following results were obtained.

TABLE I. CORRELATION MATRIX

	Managerial Competence	Learning Quality Service
Managerial Competence	1	0.885
Learning Quality Service	0.885	1

In the correlation matrix table above, it can be explained that there is a strong relationship between managerial competence and learning quality service. With a correlation of 0.885, it is indicated that there is a close relationship between managerial competence and learning quality service. This relationship can occur by chance or causation so that further testing through regression testing is necessary. From the results of this regression test, the following results were obtained.

TABLE II. MODEL PARAMETERS

Source	Value	Standard error	t	Pr > t
Intercept	1.653	0.940	1.758	0.084
Managerial Competence	0.714	0.048	14.813	< 0.0001

With a regression coefficient of 1.653 as shown in the intercept column and 0.714 on managerial competence, it shows that there is a significant positive effect of managerial competence on learning service quality. The resulting effect is linear positive, meaning that if managerial competence has increased by 0.714 then an increase in learning quality service will be followed by 1.653. The significance test also obtained a value below the specified criteria, namely 0.0001. This means that the managerial competence possessed by the principal has had an impact on increasing the learning quality service significantly.

The results showed that managerial competence had a significant effect on learning service quality. Managerial competence can be defined as the ability to manage resources through planning, organizing, directing, and monitoring activities to achieve organizational goals effectively and efficiently.

The position of the principal in the delivery of education in schools is a central figure who is responsible for the smooth running of the educational process in schools. Human resources, finance, facilities and infrastructure and information will not be able to play an optimal role in achieving school goals without being properly managed by the school principal [11]. Principals are required to have adequate management and leadership skills in order to be able to take initiatives and initiatives to improve school quality.

The role of the principal is so important to make a school at an effective level. The assumption is that a good school will always have a good principal, meaning that the principal's professional ability and willingness to work hard in empowering all potential school resources are a guarantee of the success of a school [12]. To more effectively carry out their work and be able to utilize all the potential resources that exist in schools, the principal must understand his role.

The principal as the school manager must be able to manage all the potential of the school to function optimally. This can be done if the principal is able to perform management functions well, including: (1) planning; (2) organizing; (3) direction and control; and (4) supervision.

The quality of learning services as an element that is influenced by the principal's managerial competence occurs through a series of processes carried out in managing school resources, starting from planning, implementation and evaluation activities. Planning school programs needs to be prepared based on the needs of the school, and based on the results of the evaluation that has been done so that expectations of the quality of learning can be met [13].

Program planning is documented in an annual program to improve teacher performance, involving teachers in managing facilities and infrastructure, preparing and involving teachers in new student admissions, improving services in supporting learning activities, utilizing advances in information technology for improving school management, monitoring the implementation of school activity programs, compile reports on

the implementation of activities. Planning is a preparation that is prepared using all reasoning abilities for an action that will be taken to achieve the goal. Planning is an essential process in school management and planning the follow-up results of the evaluation of the implementation of school activities. The essence of planning is the formulation of goals and coordinating ways to achieve these goals. Planning has two important meanings, namely as a starting point for the entire management process and as a function of directing all activities in the organization.

The quality of learning services is determined by many factors, but the most dominant factor is the supervisor or principal. The role of the principal is very important in building a quality school through its managerial competence. The success of quality will greatly depend on the technical ability of a leader as the spearhead of complaints and policy makers for the difficulties in implementing quality in the field [11]. The principal must be able to foster, develop, improve and enhance existing resources through a good learning process for the sake of improving the quality of education in schools.

The competence of school principals in implementing programs that are structured also has an impact on improving the quality of learning services. Program implementation must be based on a schedule listed in the school planning documentation [14]. This can be seen in the frequency of supervision implementation, the number of meetings or meeting activities, the schedule of meeting activities, the lack of maximum in curriculum development, the use of technology and information for teachers to maximize learning and the implementation of learning evaluation so that the service can truly be fully felt by students.

In order for the principal to effectively carry out his function as a manager, he must fulfill and be able to realize technical skills which consist of mastering knowledge of methods, processes, procedures and techniques for carrying out special activities and being able to utilize and empower the facilities and equipment needed to support the activities required. special character. The duties of the principal in the field of administration are classified into management related to the management of teaching, staffing, student affairs, buildings and courtyards, finance and management of school and community relations. While problems related to the technical implementation and development of teaching services, the principal's technical skills are needed in improving teaching education programs and activities to be able to create a better teaching and learning situation [14].

In addition to managerial technical skills, another ability that the principal needs to master is communication. This ability is needed to encourage school members to be willing and able to improve learning services by providing the widest possible opportunity for education personnel to continue learning, including education personnel in training, seminars, workshops and similar activities.

Communication skills in providing a comfortable relationship so that there is a cooperative and harmonious

atmosphere That way management functions can be realized in order to achieve the quality of learning services. The ability of school principals to work together by understanding and motivating others as individuals or groups is very important for the creation of a quality school [12]. Through this ability, the principal can build coordination within a group in order to gain participation and direct the group in achieving school goals.

The quality of learning services is the ability of schools to manage operationally and efficiently the components related to schools so as to produce added value to these components according to applicable standards. Work comfort will be obtained if the principal can build communication. School managers must have the ability to interact with a variety of different people, it includes: skills to motivate people to work, skills to listen to others, skills to relate to others.

IV. CONCLUSION

The conclusion of this study is that managerial competence has a significantly positive effect on learning quality service in schools. The quality of prison defense services can be improved through the application of managerial competencies of the principal by effectively utilizing all of the school's resources. Therefore, in order for the implementation of this competency to run properly, the principal needs to have adequate knowledge and skills in the implementation of existing management functions.

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