



Analysis of Competency Requirements for Secondary School's Principal in Developing E-Training

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Abstract. This study aims to analyze the competency needs of principals at the SMP/MTs level in the context of developing E-Training at the MAP FKIP Study Program, Bengkulu University. This research is evaluation research using the Discrepancy Evaluation Model (DEM). The sample in this study were 25 principals at the SMP/MTs level in Bengkulu City. Data analysis techniques used are quantitative and qualitative. The instrument used is a questionnaire developed from 5 principal competencies, namely personality, managerial, supervision, entrepreneurship and social. The results of this study indicate that there are still respondents who need guidance or training to be able to develop the five principal competencies

Keywords: E-Training · Needs Analysis · Principal Competence

1 Introduction

Every organization has a leader in order to run the organization [1]. In the school environment, the leader is known as the principal. The word head can be interpreted as “chairman” or leader in an organization or an institution. School is an educational institution that functions as a place of formal education for the community. The principal is a teacher who is given additional duties as principal or madrasah to lead and manage schools or madrasah in an effort to improve the quality of education [2].

The quality of the principal's performance will be largely determined by how a principal carries out his duties and functions in managing education in schools [3]. The principal as a supervisor function to supervise, build, correct and seek initiatives for the course of all educational activities carried out in the school environment. The role of the principal as a supervisor or supervisor is directly related to the process of carrying out the tasks carried out by school resources, including teacher performance [4, 5]. In addition, the principal as an educational leader function to create harmonious human relationships in the context of fostering and developing interpersonal cooperation, so that they simultaneously move towards achieving goals through the willingness to carry out their respective duties efficiently and effectively. The success of an educational institution in achieving educational goals is highly dependent on the skills and competencies possessed by the principal [6, 7].

Regulation of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture Number 6 of 2018 concerning Technical Instructions for Assigning Teachers As school principals, school principals are teachers who are assigned the task of leading and managing educational units. With this, the principal can be referred to as a leader in the education unit whose task is to carry out the management of the education unit he leads. At the operational level, the Principal is the person who is at the forefront of coordinating efforts to improve quality learning [8, 9].

As stated in the Regulation of the Minister of National Education Number 13 of 2007 regarding the standards of Principals/Madrasahs, it is stipulated that there are five competencies, namely: Personality, Managerial, Entrepreneurship, Supervision and Social. The issuance of the Minister of National Education Regulation Number 13 of 2007 concerning the Standards of Principals/Madrasahs, has an impact on the Principal as the highest leader in the school must have five dimensions of competence, namely the dimensions of personality, managerial, entrepreneurial, supervisory, and social competence [10]. The operationalization of PP Number 13 of 2007 is regulated through the regulation of the minister of education and culture of the republic of Indonesia number 6 of 2018 concerning the assignment of teachers as principals which explains the requirements and stages that teachers must go through in order to be given additional duties as Principals/madrasahs. In fact, not all principals/madrasahs master all competencies as a whole. There is a tendency for the principal to only master a few competencies.

This can be seen from the results of a survey in 2007 by the Directorate of Education Personnel which showed that the average competence of new principals reached 54.88%, so that they were categorized as weak. Mastery of personality competencies (67.3%), managerial (47.1%), entrepreneurship (55.3%), supervision (40.41%) and social (64.2%), 2013: 1 in [9]. From the results of the competency mapping of Principals/madrasahs conducted nationally by the Institute for the Development and Empowerment of Principals (LPPKS) and the Education Quality Assurance Institution (LPMP) throughout Indonesia, in 2010 there was an increase, where the level of mastery of the competency standards of Principals for the personality dimension: 85%, managerial; 74%, supervision: 72%, entrepreneurship: 74%, and social: 63%. The average mastery of the five dimensions of competence nationally has only reached 76% (source: LPPKS data in 2012 in Ratmawati et al., 2020).

We are currently entering a digital era that cannot be separated from the existence of product innovations. Innovation is a creative activity that can generate new ideas, ideas, activities, objects or objects so that they are useful for humans [12, 13]. The rapidly increasing integration of technology has brought about strong changes to the education/training system and can enhance the digital skills of both students and lecturers. The application of the right blended learning model can facilitate educators and students in the process of understanding several possible disciplines by optimizing teaching and learning. The integration of the Blended learning method is divided into face-to-face learning and distance learning by utilizing technology such as e-learning can be a wise solution to overcome problems during the learning process. The application of the right blended learning model can facilitate educators and students in the process of understanding several possible disciplines by optimizing teaching and learning. The integration of the Blended learning method divided into face-to-face learning and distance learning by

Table 1. Questionnaire Grid

Competence	Item Number	Number of Items
Personality	1–7	7
Managerial	8,9,10,11,12, 13,14,15,16, 17, 18,19,20,21	14
Supervision	22,23,24,25,26	5
Entrepreneurship	27,18,19,30,31,32	6
Social	33,34,35,36,37	5

utilizing technology such as e-learning or e-training can be a wise solution to overcome problems during the learning and training process. Based on the background above, the researcher is interested in conducting research with the title “Analysis of Competency Needs for Middle School Principals in the Context of Developing E-Training in the MAP Program FKIP University of Bengkulu .

2 Methods

This research is evaluation research using the Discrepancy Evaluation Model (DEM). The sample in this study were 25 principals at the SMP/MTs level in Bengkulu City. Data analysis techniques used are quantitative and qualitative. The instrument used is a questionnaire developed from 5 principal competencies, namely personality, managerial, supervision, entrepreneurship and social. The questionnaire grid can be seen in the following table (Tables 1, 2, 3, 4, 5 and 6).

Each item consists of 4 answer choices made in the form of choices A, B, C, and D with a description for each answer choice as follows.

A: Never, None, Don't Understand, Inactive, Unable.

B: Almost Never, Few, Lack of Understanding, Less Active, Less Capable

C: Sometimes, quite a lot, quite understanding, active enough, capable enough

D: Often, Very Much, Very Understanding, Very Active, Very Able.

3 Results and Discussion

This research was conducted by distributing questionnaires to 25 principals of SMP/MTs in Bengkulu City. From the results of filling out the questionnaire, it can be seen that there is a difference in the last education level of the 25 principals who were respondents in this study. The comparison can be seen in the following image (Figs. 1 and 2).

From the picture above, it is known that the principals who were the respondents in this study as many as 56% were S2 graduates, 40% were S1 graduates, and the rest were S3 graduates. In addition to the difference in terms of the last level of education, there are also other differences, namely in terms of length of service as principal.

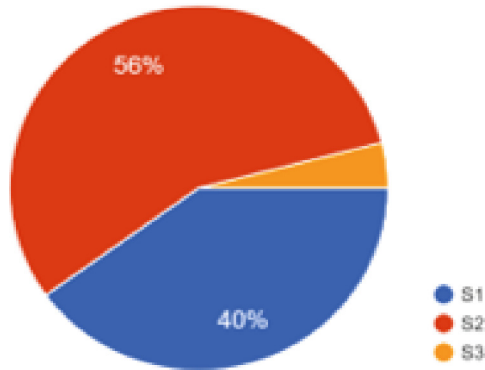


Fig. 1. Differences in Respondents' Last Education

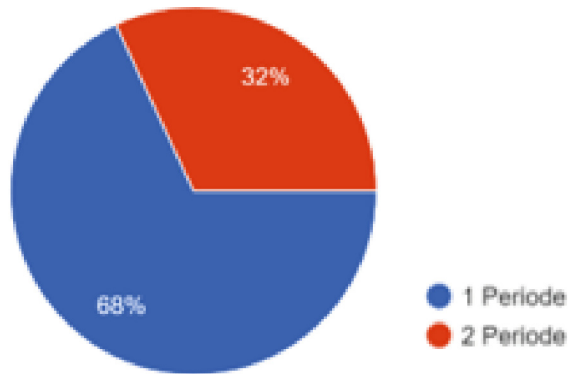


Fig. 2. Differences in Length of Service as Head of School

many as 68% of respondents have only served as principals for 1 period, and the remaining 32% have served for 2 periods. However, these differences did not significantly affect the results of filling out the questionnaire.

The first competency that is the focus of this research is about personality, where psychologically the principal's personality affects his leadership style [14]. The results can be seen in the following table.

In the table above, it can be seen that on item number 1 which states that good words are in line with the actions taken get the highest number of respondents in the answer choice D which means Often, Very Much, Very Understand, Very Active, Very Able. Then on the statement "My way of speaking, acting, and behaving is exemplary by the school and community members" and statements "I carry out my duties with careful planning and continuous evaluation" and statements "I am actively improving my knowledge and skills in carrying out the duties of the principal, through various self-development activities" get the highest number of respondents in the answer choice C which means Sometimes, Quite a lot, Quite Understand, Fairly Active, Quite Able. Then the statement "I am able to control myself in dealing with problems related to

Table 2. Results on Personality Competence.

Personal Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
1. My kind words match my actions	4%	4%	28%	64%
2. My way of speaking, behaving, and behaving is exemplary by the school community and the community.	4%	4%	56%	36%
3. I carry out my duties with careful planning and continuous evaluation.	4%	4%	60%	32%
4. I am able to control myself in dealing with problems related to my work well.	4%	0	48%	48%
5. I actively improve my knowledge and skills in carrying out the duties of the principal, through various self-development activities.	4%	12%	44%	40%
6. I share my knowledge and experience with my colleagues related to my daily tasks.	0	12%	44%	44%
7. I have experience in directing and mobilizing colleagues to improve the quality of learning at school	4%	4%	40%	52%

my work well” and “I share knowledge and experience with my colleagues regarding my daily tasks” have the same number of respondents in answers C and D. answered “Sometimes” and those who answered “Often” were the same. Then on the statement “I have experience in directing and mobilizing colleagues to improve the quality of learning at school” get the highest number of respondents in the answer choice D which means Often.

These results indicate that most of the respondents already have personality competencies as school principals. However, there are still some respondents who answered that they almost never or really never did anything related to personality competencies as school principals. So that training or guidance is still needed to develop personality competencies. Personal competence in question is related to personality abilities that are steady, stable, mature, wise and authoritative; be a role model for students, and have a noble character; as well as various other personality competencies inherent in educators [15].

Next is managerial competence. This managerial competence is very important because the principal's managerial ability will greatly affect teacher performance and the teacher's performance itself will affect student achievement [16]. The results can be seen in the following table.

From the table above, it can be seen that there are 13 statements that get the most respondents in answer choice C which means "Sometimes, Quite A Lot, Understood Enough, Active Enough, Capable Enough" The remaining 1 statement obtained the most respondents in answer choice D which means "Often, Very Much, Very Understanding, Very Active, Very Able" There are even 12 statements that get a percentage of 0 on the answer choice A which means Never, None, Unaware, Inactive, Unable. The results in the table show that most of the respondents already have managerial competence as evidenced by their answer choices. This is positive information because a leader must have good managerial competence so that he can take initiatives and initiatives so that school quality increases [17].

Next is entrepreneurial competence. In the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for Principals emphasizes that a school principal must have entrepreneurial competence from the five minimum competency dimensions that must be mastered in order to support his profession in carrying out his duties [18]. The results of research on the entrepreneurial competence section can be seen in the following table.

From the table above, it can be seen that the statement "I understand innovative programs that can improve school effectiveness well", "I have experience in increasing the curiosity of school residents in knowledge and skills through hard work and unyielding spirit", "I am able to make alternative solutions to relevant and appropriate problems, so that produce an effective and efficient performance", and the statement "I have experience in preparing a management plan for production and service activities in schools well" get the most respondents in the answer choice C which means "Sometimes, Quite A Lot, Understood Enough, Active Enough, Capable Enough" The remaining 1 statement is "I have a sense of optimism, never give up, and think the best alternative to achieve success in school" get the most respondents in the answer choice D which means "Often, Very Much, Very Understanding, Very Active, Very Able" This shows that most of the respondents already have entrepreneurial competence.

Next is supervisory competence. This supervisory competency is an important competency mastered by the principal, in addition to other competencies. Principal supervision competence can be defined as the principal's ability to provide guidance to teachers to improve the quality of learning [19]. The results can be seen in the following table.

From the table above, it can be seen that in the five statements there is not a single respondent who gave an answer A which means "Never, None, Unaware, Inactive, Unable". However, getting a fairly large percentage is also in answer choice B which means "Almost Never, Few, Less Understand, Less Active, Less Able". However, the largest percentage is still the same as the previous competencies, namely in answers C and D. These results show that most of them already have supervisory competence, but there are still some that are lacking in that competence. Mastery of this supervisory competence is very necessary because with the competence of supervision, the principal

Table 3. Results on Managerial Competence

Managerial Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
1. I understand the preparation of the Medium-Term Work Plan (RKJM) and the School Budget Activity Plan (RKAS)	4%	12%	60%	24%
2. I understand how to identify and solve problems related to teacher competencies and responsibilities.	4%	4%	60%	32%
3. I understand how to identify and solve problems related to the competence, qualifications and main duties of education staff in schools (administrative staff, libraries, laboratories, and teacher counselors).	0	12%	60%	28%
4. I understand how to identify problems related to minimum service standards or national education standards regarding school/madrasah facilities and infrastructure.	0	12%	68%	20%
5. I understand the preparation of infrastructure utilization plans according to minimum service standards.	0	8%	56%	36%
6. I understand how to identify problems related to planning and accepting new students.	0	8%	48%	44%
7. I understand how to identify problems related to coaching and developing student capacity.	0	8%	52%	40%
8. I have experience in solving problems related to managing students well.	0	8%	32%	60%
9. I am actively involved in the preparation and analysis of the KTSP I document.	0	16%	44%	40%
10. I am able to analyze the syllabus and lesson plans well.	0	12%	56%	32%

(continued)

Table 3. (continued)

Managerial Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
11. I understand how to identify sources, allocations, and mechanisms for school/madrasah financial accountability.	0	12%	48%	40%
12. I understand how to identify problems related to school/madrasah administration.	0	12%	52%	36%
13. I use technology, information and communication (ICT) media to improve the quality of student learning in the classroom.	0	16%	48%	36%
14. I understand the monitoring, evaluation and reporting of school/madrasah programs according to standards.	0	8%	56%	36%

can carry out the process of coaching and supervision in a balanced, stable and dynamic manner [20].

Next is social competence. Social competence is the ability of a principal in terms of communicating and associating effectively with people involved in the world of education [21]. The results can be seen in the following table.

The table above shows that most of the respondents have social competence as evidenced by the respondents' answers to 4 statements related to social competence, namely the answer choice C which means "Sometimes, Quite A Lot, Understood Enough, Active Enough, Capable Enough" The remaining 1 statement even got the highest number of respondents in the answer choice D which means "Often, Very Much, Very Understanding, Very Active, Very Able" The existence of social competence will affect the ability of the principal in building relationships and communication with teachers, students, the community and parents of students as well as with school stakeholders [22].

The results of data collection through the distribution of questionnaires developed from the 5 principal competencies above have indeed given quite positive results. There are already many respondents who are quite competent in each area of competence. However, it cannot be denied, from these results it can also be seen that there are still respondents who need guidance or training to be able to develop the five principal competencies.

Table 4. Results on Entrepreneurship Competence

Entrepreneurship Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
1. I understand innovative programs that can greatly improve school effectiveness.	0	8%	64%	28%
2. I have experience in increasing the curiosity of school residents in knowledge and skills through hard work and an unyielding spirit	0	8%	60%	32%
3. I am able to make relevant and appropriate problem-solving alternatives, resulting in effective and efficient performance.	0	16%	60%	24%
4. I have a sense of optimism, never give up, and think the best alternative to achieve success in school.	0	12%	40%	48%
5. I have experience in preparing production and service activities management plans in schools well.	4%	24%	64%	8%

Table 5. Results on Supervision Competence

Supervision Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
1. I understand the planning of an academic supervision program that is tailored to the needs of the teacher who will be supervised.	0	16%	36%	48%
2. I understand the techniques of conducting academic supervision.	0	20%	40%	40%
3. I have experience in conducting academic supervision of teachers with the right technique.	0	20%	52%	28%
4. I have experience in reviewing issues related to academic supervision.	0	20%	48%	32%

(continued)

Table 5. (continued)

Supervision Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
5. I understand how to provide feedback on the results of supervision to teachers in a constructive manner.	0	16%	16%	68%
6. I understand the preparation of follow-up supervision programs in schools well.	0	20%	48%	32%

Table 6. Results on Social Competence

Social Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
1. I understand well the preparation of cooperation programs with other parties, both individuals and institutions, to support the implementation of educational activities in schools.	0	20%	20%	60%
2. I have experience in collaborating with other individuals and institutions, both government and private institutions, to support the implementation of education in the schools where I work.	0	8%	60%	32%
3. I understand how to evaluate and improve programs and collaborative activities with individuals and government or private institutions.	0	16%	68%	16%
4. I am actively involved as an administrator of social organizations in the neighborhood where I live.	8%	24%	52%	16%

(continued)

Table 6. (continued)

Social Competence	Number of Respondents Who Choose Answers			
	A	B	C	D
5. I have experience in raising aid from all the school residents where I work to relieve the suffering of community members who are stricken by disasters/disasters or experiencing economic difficulties.	0	16%	44%	40%

4 Conclusion

The results of data collection through the distribution of questionnaires developed from 5 head competencies have given quite positive results. There are already many respondents who are quite competent in each area of competence. However, from these results it can also be seen that there are still respondents who need guidance or training to be able to develop the five principal competencies.

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