

Managerial Skills of Principal in Private Secondary School Categorized Islamic Characteristic

Sri Hartati, Pepriyeni Pepriyeni, Asep Suryana
 Educational Administration, School of Postgraduate Studies
 Universitas Pendidikan Indonesia
 Bandung, Indonesia
 Pepriyenirify@gmail.com

Abstract—Managerial skills possessed by principals are very important in determining a school's quality, so it requires principals who have adequate managerial competence. Successful and successful implementation of the principal's leadership in managing school organizations is very dependent on the principal's managerial abilities. This study aims to describe: 1) the implementation of the principal's managerial skills; 2) the role of the principal as manager; 3) the impact of applying the principal's managerial skills; and 4) the obstacles faced by the principal in applying managerial skills in public schools characterized by Islam. This study uses a qualitative approach using case study methods. The results of this study indicate the application of the principal's managerial skills that integrate Islamic values in school management, the impact of applying the principal's managerial skills to school identity as a typical Islamic school, and the obstacles faced by principals there are still many teachers who are not yet professional in connect learning with Islamic values.

Keywords—managerial skills; principal; islamic public school

I. INTRODUCTION

Education is an important element in determining the quality of a nation, education is expected to produce quality people so that they can compete in global competencies, be responsible and be able to anticipate the future. The school is an educational institution that was established to produce a more qualified human resource, so that with the existence of schools is expected to improve the quality of a nation. Schools' quality are schools that produce quality graduates as well, especially if the school does not only produce graduates who are only capable in the academic field, but also have noble character or good character. Success or failure of a lesson in school is determined by the principal, because the principal acts as manager in school.

In connection with character education, the policy of Strengthening Character Education (PPK) this year is expected to be better prepared. Reflecting on the implementation of the 2017 program which is still a lot of chaos, this year is expected to be better in terms of socialization, assessment system, and targets. The phenomena that occur at this time are many new schools, especially private schools that label their schools with

schools that are characterized by Islam as a model of management and learning in schools. This has become an attraction for the community, where schools combine general education with Islamic education. So that students not only get academic education, but students also get character education and are able to memorize Al-Quran. This study focused on the implementation of managerial skills of principals in private Islamic schools characterized by Islam. Paper aims to describe how the principal's managerial skills in Islamic public schools are typical [1].

The principal's managerial ability plays an important role in developing schools or educational institutions. Principals should be able to manage educational resources in schools, including educators and teachers, facilities and infrastructure, curriculum, and any opportunities of cooperation with related institution. Good management of all elements will create an effective leadership style to achieve the expected school vision and mission, and to produce qualified graduates. Effective managerial skills can be demonstrated through the leadership of the principal [2].

As described in Article 15 paragraph (1) which states that the workload of the Principal is entirely to carry out managerial basic tasks, the development of entrepreneurship, and supervision of teachers and education personnel. In addition to the classic managerial concept of long-standing principals as EMASLIM (Educator, Motivator, Administrator, Supervisor, Leader, Innovator, Manager), the Ministry of Education and Culture also emphasized the 3 strategic aspects of the principal's role in maintaining and maintaining schools, namely managerial aspects, development entrepreneurship and supervision [3]. Based on this law, it is explained that the managerial function of the principal is the school starting from planning, developing, utilizing and empowering all elements in the school, including teachers, administration, students and the infrastructure in the school to be used as best as possible to improve the quality of schools. teacher quality, and student quality.

Leadership skills impact leaders' behaviors, effectiveness and performance. Leadership skills also contribute greatly to creativity and innovation in organizational settings. Such skills are essential for leading change. Finally, these skills help

leaders who are coping with complex environments and contribute to team performance [4].

II. LITERATURE REVIEW

A. Managerial Skills

The term of skill refers to the ability to do something in an effective way. Skills can be defined at different levels of abstraction, ranging from general abilities, broadly defined (e.g., intelligence, interpersonal skills) to narrower and more specific abilities (verbal reasoning, persuasive abilities) [5].

Managers are people who carry out supervision of the activities of others and are responsible for achieving goals in an organization. A manager is also responsible for making decisions, allocating resources, and directing activities to achieve goals, which are consciously coordinated [6]. Management provides formal coordination in an organization for achieving pre-determined goals. The educational manager particularly performs his duties by using different planning and management techniques. These techniques are equally important for the manager of other sectors. The job of educational institutional head is multi-dimensional including the tasks at various levels of management. In schools the tasks of heads are planning, strategic planning, budgeting, resolving conflicts, disciplining, rewarding improving productivity, managing time, and managing change, managing ethics and leading. The Principal's job is complex in nature [7].

The desire to achieve a functional education system is widespread among stakeholders in the education industry. This cannot be easily achieved without progressive and effective personnel management by administrators in the school system. The chief administrator in a secondary school is a trusted headmaster with a lot of managerial responsibilities. School administrators are required to obtain many managerial competencies that have effective human resource management as their main focus [8]. Principal or headmaster is the highest or top leader in a school organization. He has very important role in developing school-led institution. Managerial leadership is one of the seven core functions of the principal [9]. at the secondary education level, the principal is the school chief executive who is responsible for effective management of school resources to actualize the stated goals and objectives [10].

Effective principal leadership is a leadership that can foster cooperative efforts and maintain an ideal working climate in schools [2]. Managerial effectiveness which is often defined in terms of output implies what a manager achieves. That is, the ability of the organizational head to optimally utilize both human and material resources available to the organization in order to achieve organizational goals [11].

B. Types of Skills

The Head/Principal in educational imitation has to perform different types of managerial tasks for the effective principalship and as the educational policy developer and the manger, coordinator of the educational institution. They need the following types of skills that encompass conceptual, communication, effectiveness, and interpersonal aspects.

managers need many types of skills to fulfill their role requirements, but the relative importance of various skills depends on the leadership situation. The relevant situational moderator variables include managerial level, type of organization, and the nature of the external environment. With regard to the classification of skills. There are three basic skills needed by a manager, which according to him technical, human or interpersonal skills and conceptual or cognitive skills are considered important to carry out effective leadership, widely accepted. More specific [5,7,12].

1) *Conceptual skills*: Conceptual skills are skills to formulate thoughts, understand theories, apply applications, see trends based on theoretical abilities and those needed in the world of work. The principal or managers of education units are required to understand concepts and theories that are closely related to work.

2) *Humanity skills*: Humanitarian skills are skills to place yourself in a work group and communication skills that can create satisfaction for both parties. Humanitarian relations gave birth to a cooperative atmosphere and created human contact between the parties involved.

3) *Technical skills*: Technical skills are the skills to apply theoretical knowledge into practical actions, problem solving skills through good tactics, or the ability to complete tasks systematically. These technical skills are usually owned by people who occupy middle or lower level positions.

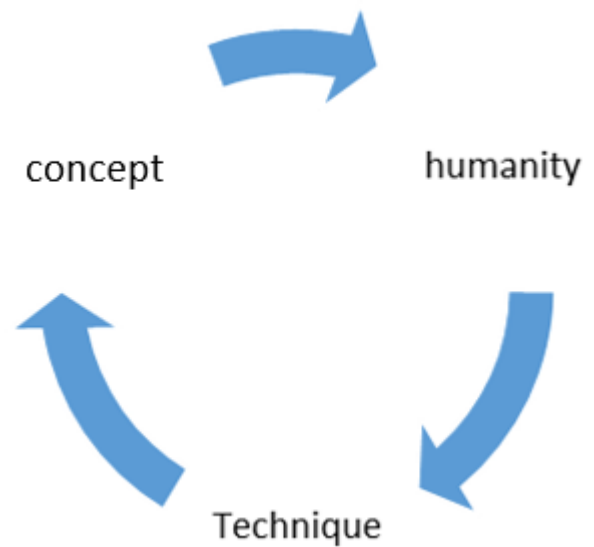


Fig. 1. Three bases managerial skills of principals.

III. METHOD

This study uses a qualitative approach with descriptive research design. Researchers use qualitative research methods because they want to explore information in depth about the managerial skills of principals who are characterized by Islam in SMP Tunas Unggul Bandung. Interviews are conducted to school principals, curriculum staff and teachers. Data analysis begins by collecting data through interviews with data sources while in the field, the researcher explains the data that has been

obtained in the field, then the data is reduced, summarized, and adjusted to focus assessment. After that, verify the data by making conclusions obtained based on data that has been reduced [13].

IV. RESULTS AND DISCUSSION

A. *Implementation of Managerial Skills of Islamic Character School Principals*

Managerial leadership of a school principal is important and necessary to manage education in schools effectively and efficiently to achieve quality education expected by all parties. The school principal is the actual organization manager who did the strategies that have been decided to achieve educational goals. As a manager, the principal must have the ability to perform managerial functions concerning management activities such as planning, organizing, and controlling actuating [14]. The function of education management is the substance that is the work of education management as a process. Mention all managers run four management functions which consist of planning, organizing, leading or mobilizing and controlling. What functions or parts should be included in education management [15,16]?

1) *Planning*: Planning is the earliest function of the overall management function as many experts say. Planning is an activity process that prepares systematically the activities that will be carried out to achieve certain goals. The planning function includes determining organizational goals, establishing an overall strategy to achieve these goals, and developing a comprehensive set of plans to integrate and coordinate activities.

At SMP Tunas Unggul, the principal as an education manager carried out a plan, where SMP Tunas Unggul as a public school was integrated with Islamic values, so the school became a school that had an identity as a typical Islamic public school. The managerial skills that are done in this planning are through:

2) *Preparing School Work Plans (RKS)*: The first managerial skills are planning through the preparation of School Work Plans (RKS) which consist of vision, mission, goals, and programs. With this School Work Plan (RKS) it can give a clear direction of the school program, so that it can help in achieving the expected goals, in accordance with the vision of SMP Tunas Unggul which is to become a superior school that gives birth to a character person, noble, intelligent, skilled, and global minded.

3) *Planning socialization to school residents, namely:*

a) *Educators and Educational Personnel (PTK)*: One of the socialization activities conducted at PTK was at the Tunas Unggul Junior High School through workshops, so that all PTK knew the clear direction of the school program so that they could optimize their participation and responsibility for their obligations as educators or education personnel.

Principals must often involve school personnel in the decision-making process with constant communication to

increase their commitment and dedication to school goals and objectives [10].

b) *Students*: Socialization through integration in learning and programs, exemplary concepts from principals and also PTK, and culture habituation in schools. because the target of SMP Tunas Unggul school is to excel in academics, but it can also allow or create character education for students. Through this socialization, it is expected that the planning that has been arranged in the RKS can be achieved as expected by the school.

c) *Parents*: Socialization to parents is done by holding a meeting. With this communication it is expected that, what is done by the school in accordance with parental expectations, so that the vision, mission, and objectives of the school can be achieved or on target. The school is aware that the need for child character education is far greater than that of academic needs.

d) *Organizing*: Organizing is an activity to achieve goals that are carried out by a group of people, carried out by dividing tasks, responsibilities, authority between them, determined who is the leader, and actively integrating each other. The manager is also responsible for designing the organizational structure. Organizing this function includes determining what tasks to do, who should do it, how the tasks are grouped, who reports to whom, and where decisions must be made.

When planning has been made, managerial skills undertaken by the principal are forming or appointing a coordinator as the person in charge of each program, this is done so that the program is integrated and aims to make it easier to carry out a control and supervision, so that the principal can see and know how far the program runs and how much changes have occurred to the goals that have been planned together.

e) *Leading*: Every organization has a leader, and it is the task of management to direct and coordinate people. This is the main function. When managers motivate employees, direct their activities, choose the most effective communication, or resolve conflicts between members, they are involved in leading.

In junior high school, there is cooperation carried out by all school residents, this is one effort so that the planned goals can be achieved. In junior high school there is a division of superior levels, where at each level there are differences in targets that must be achieved by students, the more level up the target must be reached by the child also increases. While each level has its own coordinator, there is a direct supervision that monitors the activity or program.

f) *Control*: To make sure everything works as it should, management must monitor the organization's performance and compare it with the previously set goals. If there are significant deviations, it is management's job to get the organization back on track. Monitoring, comparing, and correcting potential is a function of control.

Every once a week at SMP Tunas Unggul holds a meeting with the teachers at the school. The meeting discussed about the programs that had been planned, how much the target had been achieved, what obstacles were felt by all the teachers as well as the problems of what had happened to students when learning in the classroom. The next thing that is done is joint deliberation to find a solution. The purpose of learning supervision conducted by the junior high school principal of Tunas Unggul is:

- Improve teacher professionalism
- Encourage all school residents to implement programs that have been planned to achieve the target or goal.
- Encouraging the involvement of school members in the school program through the activities of the committee meeting, POMG, consulting parents with teacher.

B. The Role of School Principals as Managers in Managerial Skills of Principals in Islamic Characterized Public Schools

The role of the manager is the executor of the work unit. Whereas the work unit is a group task orientation in an organization that includes managers and subordinates or staff. Like the business of selling basic commodities, sharing of cooperation, bank branches and hospitals. The main focus of manager's attention is on employee job satisfaction, work involvement, commitment, absenteeism and dismissal / rejection, as well as performance [17]. a very important role in school is the principal's managerial ability [18].

In the context of carrying out his role as manager, the principal must have the right strategy to empower educators and education personnel (PTK) through a cooperative work system, providing opportunities and opportunities for educators and education to improve their professionalism and encourage involvement and sense of ownership of all school residents to support school program activities [19]. Provides some tips related to the function and role of the principal as manager [20].

First, empowering PTK through cooperation or cooperation to improve the professionalism of PTK in schools. The school principal must prioritize the cooperation between PT and other parties related to the implementation of tasks in each activity. As managers, principals must be willing and able cooperatively to explore the potential and capabilities of all school resources in realizing the school's vision and mission to achieve its goals. Second, providing opportunities and opportunities to PTK to improve its profession. As a manager, the principal must be able to encourage PTK to improve their professionalism persuasively and continuously through workshops, seminars, upgrading, continuing their studies in accordance with their respective fields of background. Third, encourage the involvement of all school members to be participatory in all school activities. In this case the school principal so that his activities are effective based on the principles of goals, excellence, consensus, unity, empirical, familiarity and principles of integrity.

At SMP Tunas Unggul, the principal gave a workshop to all teachers in the school as a provision when doing the teaching and learning process in the classroom. The principal cooperates with outside parties, namely people who have expertise in the field of education to provide workshops at the school, while the themes raised are in accordance with the program and needs. This was done as one of the efforts to improve the professionalism of educators. The school principal also provides opportunities for PTK to continue their education in accordance with the background of their fields so that the maturity of science in the field increases. This is what can help ptk in improving their professionalism in school.

As for the principal's way of improving the quality of teacher competency, (1) the teacher is assigned to make the rpp and syllabus, there are at the beginning of the school year and the semester target, inviting external speakers. (2) analyzing teacher needs, new materials needed, (3) initial workshops for teachers who are still apprenticed, with tutors and curriculum officers, (4) MGMP, this can help the implementation of lesson study to assist in classroom management, (5) plenary learning methodology at the end of the semester.

In addition to the things above the principal also provides a role as a role model or example of good culture to school residents. Like, praying at the beginning of the time, when praying in congregation, the principal ends the task in his room which then follows the prayers in congregation with the teachers and students at school, always maintaining neatness and cleanliness of the school both in the classroom and outside the classroom according to the recommendations in Islamic religion that cleanliness is part of faith.

C. Impact of Application of Managerial Skills Head of Public Schools Characterized by Islam Towards School Management

The principal as a manager must have managerial skills through the adoption of a positive culture in the school, so that these things have a positive impact on school residents and make it a routine habit in everyday life.

The positive impact was felt from the application of the skills of the principals with Islamic characteristics at SMP Tunas Unggul, namely:

1) School culture

- Students become more aware of their own responsibilities and obligations. The awareness felt by students of SMP Tunas Unggul are: (1). Students pray on time, (2). Before learning to do prayer together, (3). Accustomed to praying *duha*, (4) knowing daily practices through short prayers, (5). Accustomed to recitations so that it becomes a student's needs, (6). Deposit memorization juz 30, (7). Words are more flat and polite.
- A disciplined culture of educators and education personnel (PTK), all educators and education personnel, where schools provide finger print for educators and education staff, so that it can help to control the discipline of educators and education in the discipline of time.

This is supported by previous research, that discipline can be said to be a central element in administration because it is considered as one of the main attributes of an effective school because disciplined teachers and students are indicators of the effectiveness of the principal. This is the ability of teachers and students to adhere to the rules, regulations and policies stated by the school [11].

2) *Program effectiveness*: Suitability between planning and the target or expectation to be achieved runs effectively. Students not only get academic education, but students also get religious education through character education in schools, which may not be obtained in the family environment. This is what attracts the community to send their education to SMP Tunas Unggul.

D. Obstacles Faced by School Principals in Implementing Managerial Skills Head of Islamic Public Schools Characteristic of School

In carrying out or implementing managerial skills of public school principals characterized by Islam, there are obstacles felt by the principal as school manager. Internal obstacles felt by the principal, namely, personally there are still teachers who are not yet professional in implementing or integrating Islamic values in learning, psychologically the teacher still has not arrived at the maturation stage, emotions still affect performance. The solution made by the principal against this obstacle is, assessing or habituating to the teacher. This is supported by previous research that Principals have the responsibility to regulate and support the professional development of their teachers. There is increasing evidence that teacher learning can improve teacher professionalism so as to improve student achievement [21].

While the perceived barriers of students are that students are still puberty or emotionally high, especially at level seven, so that teachers still find it difficult to control emotional students. This is where a teacher tested his patience in educating students to be more patient in educating and nurturing their students. usually these difficulties are most often felt by new teachers in the school.

V. CONCLUSION

At SMP Tunas Unggul, the principal as the education manager carried out four management functions which consisted of planning, organizing, leading or mobilizing and controlling. The positive impact of applying the skills of principals with Islamic characteristics is that students become more aware of their own responsibilities and obligations. The awareness felt by students of SMP Tunas Unggul are: (1). Students pray on time, (2). Before learning to do prayer together, (3). Accustomed to praying duha, (4) knowing daily practices through short prayers, (5). Accustomed to recitations so that it becomes a student's needs, (6). Deposit memorization juz 30, (7). Words are more flat and polite.

REFERENCES

- [1] LPPKS News, Year 2018, The Strengthening Of Character Education May Not Be Original, 2018.
- [2] R. Kempa, M. Ulorlo and I.H. Wenno, "Effectiveness Leadership of Principal International." *Journal of Evaluation and Research in Education (IJERE)*, vol.6, no.4, pp.306-311, 2017.
- [3] Permendikbud, Pemenuhan Beban Kerja Guru, Kepala Sekolah, dan Pengawas Sekolah, 2018.
- [4] R. Da'as, "School principals' leadership skills: measurement equivalence across cultures." *Compare: A Journal of Comparative and International Education*, pp 1-16, 2016.
- [5] G. Yulk, *Leadership In Organization*, New Jersey: Prentice-Hall, 2017.
- [6] S.P. Robbins and T. Judge, *Organizational Behavior*, Pearson Education, 2017.
- [7] M.A. Chuadhry and S.M.H. Shah, "Impact Of Managerial Skills Learnt Through Ma Educational Planning Management Programme Of Aiou On The Performance Of Institutional Heads." *Turkish Online Journal of Distance Education*, vol.13, no.2, pp.370-381, 2012.
- [8] C.O. Ezeugbor and A.A. Victor, "Administrators' Managerial Competencies For Sustainable Human Resource Management In Secondary Education In Enugu State, Nigeria." *European Journal of Education Studies*. Vol.4, no.3, pp.21-31, 2018.
- [9] I.H. Wenno, "Effect of Principal Managerial Leadership and Compensation towards Physics Teacher Performance in Senior High School in Baguala District" *Ambon International Education Studies*, vol. 10, no.1, pp.233-244, 2017.
- [10] A.A. Victor, "Time management strategies as a panacea for principals' administrative effectiveness in secondary schools in Enugu State, Nigeria." *Journal for Studies in Management and Planning*, vol.3, no.9, pp.22-31, 2017.
- [11] E.O. Olorunsola and F.A. Belo, "Administrative challenges and principals' managerial effectiveness in Ogun State public secondary schools." *International Journal of Educational Administration and Policy Studies*, vol.10, no.5, pp.48-55, 2018.
- [12] A. Geraki, "Roles and skills comparison among principals in Greek schools: Application of Competing Values Framework." *Educational Management Administration & Leadership*, Vol.42, no.4S, pp.45-64, 2014.
- [13] Sugiono, *Metodologi Penelitian Pendidikan*, Bandung: Alfabeta, 2013.
- [14] J. Tobin, "Management and Leadership Issues for School Building Leaders." *NCPEA International Journal of Educational Leadership Preparation*, vol.99, no.1, pp.1-14, 2014.
- [15] I. Machali and A. Hidayat, *The Handbook Of Education Management: Teori Dan Praktik Pengelolaan Sekolah/Madrasah Di Indonesia*, Jakarta: Prenadamedia Group, 2016.
- [16] S.P. Robbins and T. Judge, *Organizational Behavior*, Pearson Education, 2017.
- [17] Syafarudin, *Manajemen Organisasi Pendidikan: Perspektif Sains Dan Islam*, Medan: Perdana Publishing, 2015.
- [18] A.G. Abdullah, K.E. Huq and A. Ismail, *Headmaster' Managerial Roles Under School-Based Management and School Improvement: A Study in Urban Secondary Schools of Bangladesh*, vol.2, no.2, pp.63-73, 2008.
- [19] M. Duryat, *Kepemimpinan Pendidikan: Meneguhkan Legitimasi Dalam Berkontestasi Di Bidang Pendidikan*, Bandung: Alfabeta, 2016.
- [20] Mulyasa, *Manajemen Berbasis Sekolah, Konsep, Strategi, Dan Implementas.*, Bandung: remaja rosdakarya, 2004.
- [21] L. Lijuan H. Philip and K. James Ko, "Principal leadership and school capacity effects on teacher learning in Hong Kong", *International Journal of Educational Management*, vol.30, no.1, pp.76-100, 2016.

