



ANALYSIS OF MANAGERIAL COMPETENCY OF PRINCIPAL PRINCIPLES OF POST CHEAP TRAINING IN GORONTALO DISTRICT

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Article history:	Abstract:
Received 1 st September 2022 Accepted: 1 st October 2022 Published: 4 th November 2022	This study aims to determine: (1) the ability of the principal in managing educational resources, (2) the ability of the principal in managing school facilities and infrastructure, (3) the ability of the principal in managing school finances. This study uses a quantitative approach to the type of explanatory descriptive research. Data collection techniques used are questionnaires and interviews. The data analysis technique used the percentage technique. The results showed that: (1) the ability of the principal in managing educational resources included the criteria of "very good" (2) the ability of the principal to manage school facilities and infrastructure including the criteria of "good" and (3) the ability of the principal to manage school facilities and infrastructure. the principal manages school finances including the "very good" criteria

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INTRODUCTION

The principal is a functional position attached to a teacher who is entrusted with managing an educational unit. The functional positions held by the principal in carrying out their duties require special skills that are different from other functional duties. Therefore, the principal must have good managerial and leadership skills so that he can manage the educational unit he leads. This condition is expected to produce schools that have good quality.

Each position and position requires competence in accordance with the work demands of the position. Likewise with the position of the principal who requires competence in accordance with the field of work. This condition shows the need for school principals who have good competence, so that they can carry out their duties professionally. Competence is the basis of people's characteristics and indicates a way of thinking or behaving to equate situations and support for a long period of time (Spencer and Spencer 1993:9). Competence is essentially a person's ability to do a job, in the form of activities, behaviors whose results can be shown and can measured the level of success (User Usman: 2011). Managerial is an adjective whose origin is management. Managers are people who carry out management activities. According to Ernie Trisnawati Sule and Saeful Kurniawan (2008) managers are individuals who are directly responsible for ensuring activities in an organization are carried out with members of the organization.

Principals are required to have adequate management and leadership skills to be able to take initiatives and initiatives to improve school quality. As Danim and Suparno (2009) stated that "The principal is responsible for maintaining and motivating teachers, students, and school administrative staff to be willing and able to implement the provisions and regulations that apply in the school. in the field of school management."

The role of school principals has been regulated in regulations, namely Government Regulation No. 74 of 2008 concerning Teachers and Permendiknas No. 13 of 2007 concerning Principal Competency Standards. The regulation emphasizes that teachers who are appointed as principals must master five dimensions of competence, namely (1) personality, (2) managerial, (3) entrepreneurship, 4) supervision, (5) social. For managerial competence there are 16 competencies or abilities that must be possessed by school principals, but in this study the researchers limited only to three competencies, namely (1) the ability to manage school resources (2) the ability to manage school facilities and infrastructure and (3) the ability to manage finances. school. Therefore, prospective principals need to be given education and training before being appointed as principal through providing theoretical and practical learning experiences about the competence of principals, ending with an assessment according to national standards.

The ability of the principal to manage resources is one of the competencies that the principal must possess. The results of the study (Fadila, 2020) explain that school principals have a very important role in managing school resources so that they can improve the quality of education. Educators and education staff are human resources who have an important role in creating a good environmental climate during the learning process. School quality has a

relationship with effective resource management (Saondi, 2015). Good management of school resources can produce good outputs so as to improve the quality of schools (Sunaengsih, 2017)

Referring to the management of facilities and infrastructure stated (Bafadal, 2004) that the management of educational facilities and infrastructure includes planning, procurement, storage, maintenance, elimination and supervision. Educational facilities and infrastructure are one of the determining factors for the success of education. With educational facilities and infrastructure or complete school facilities, effective learning opportunities will be created in the classroom, therefore facilities and markets are very important for every educational institution or school. The task of the manager or manager of educational facilities and infrastructure is to regulate and maintain the safety and quality of the facilities and infrastructure owned by educational institutions so that these facilities and infrastructure can be utilized optimally so that they can be used optimally for a long period of time. (Hawadis, 2021).

The principal's ability to manage school finances will also determine the course of educational activities in schools. Financial management activities are carried out through the process of planning, organizing, directing, coordinating, supervising or controlling. Some of the financial management activities are obtaining and determining funding sources, utilization of funds, reporting, inspection and accountability.

Based on the data from the researchers' observations on the managerial competence of principals who have participated in the training of prospective principals, it shows that of the 124 prospective principals who participate in the training activities, there are 43.55% or as many as 54 principals who have not been optimal in implementing managerial skills as principals. so that researchers are interested in conducting research related to the managerial ability of elementary school principals after training and education in Gorontalo Regency.

RESEARCH METHODS

This research was conducted at an elementary school in Gorontalo Regency. The approach in this study is to use a quantitative approach with the type of research that is descriptive explanatory. The subjects in this study were all elementary school principals (SD) who had attended the training for prospective principals as many as 76 people spread over 19 sub-districts in Gorontalo Regency. Data collection techniques were carried out by means of questionnaires, observation, documentation and interviews. The data analysis technique used the following formula:

$$P = \frac{F}{n} \times 100 \%$$

Info : P = Percentage

F = Frequency on classification, n = Number of respondents

100% = Fixed Number

Calculating the percentage in the form of a score is used in the following formula:

$$\frac{\text{Score Aktual}}{\text{Score Ideal}} \times 100\% = \text{Statement Score} \%$$

The results of the achievement of each indicator are classified based on the Toha adaptation: namely the achievement score with a range of 91-100% including the very good category, the achievement score with a range of 81-90%, including the good category, the achievement score with a range of 71-80% including the fairly good category and the achievement score with a range of 61-70% is in the poor category.

RESULTS OF THE RESEARCH

In this section, the results of the research will be presented in accordance with 3 research indicators, namely: (1) the ability of the principal to identify resources (2) the ability of the principal to manage infrastructure and (3) the ability of the principal to manage finances. The results of the indicator research are presented below:

Ability to Manage Resources

The indicator of the ability to manage these resources consists of four descriptors, namely (1) the ability to identify school resources (2) the ability to analyze potential resources (3) the ability to map resources and (4) the ability to divide tasks. For more details, see the following table:

Table 1. The principal's ability to manage resources

No	Descriptor	Score current	Ideal Score	%	Criteria
1	Ability to identify School Resources	705	760	92,76	Very good
2	Ability to analyze potential Resources	672	760	88,42	Well
3	Ability to map Resources	666	760	87,63	Well
4	Ability to do the division of tasks	701	760	92,24	Very good
TOTAL		2744	3040	90.26	Very good

Table 1 shows that the descriptor for identification obtained a score of 92.76% which was included in the very good category, meaning that all school principals were very good at identifying existing resources in schools. Descriptors analyzing the potential of resources obtained a score of 88.42% included in the good category, meaning that all principals were able to analyze the potential of existing resources in schools. The descriptor of the ability to map resources obtained a score of 87.63 which was included in the good category, meaning that the principal was able to map the existing resources in the school according to their respective potentials. The descriptor of the ability to divide tasks obtained a score of 92.42% included in the very good category, meaning that the principal was able to perform the division of tasks in accordance with the results of the analysis of the potential possessed by educators and education staff. For the overall results obtained a score of 90.26% included in the very category good, meaning that the managerial competence of the principal who has passed the training is very good, especially in terms of the ability to manage school resources.

Ability to Manage Facilities and Infrastructure

The indicator of the ability to manage facilities and infrastructure consists of 4 descriptors, namely: (1) the ability to inventory the availability of facilities and infrastructure (2) the ability to maximize the utilization of facilities and infrastructure (3) the ability to carry out maintenance and (4) the ability to make repairs. seen in the following table:

Table 2. the ability of school principals to manage facilities and infrastructure

No	Descriptor	Score current	Ideal Score	%	Criteria
1	Ability to inventory the availability of facilities and infrastructure	345	380	91.79	Very good
2	Ability to maximize the use of facilities and infrastructure	335	380	88.16	Well
3	Ability to carry out continuous maintenance	350	380	92.11	Very good
4	Ability to make repairs	327	380	86.05	Well
TOTAL		2712	3040	89.21	Well

Table 2 shows that the descriptor conducting an inventory of facilities and infrastructure obtained a score of 91.79% included in the very good category, meaning that all school principals were very good at inventorying existing facilities and infrastructure in schools. The descriptor of utilizing facilities and infrastructure obtained a score of 88.16% which was included in the good category, meaning that all school principals had been able to utilize the existing facilities and infrastructure in the school. in carrying out the maintenance of facilities and infrastructure in schools. The descriptor of the ability to make improvements obtained a score of 86.05% which was included in the very good category, meaning that the principal was very good at making improvements to existing facilities and infrastructure in schools. the overall results for the indicator of the ability to manage facilities and infrastructure obtained a score of 89.21% included in the good category, meaning that the managerial competence of school principals who had passed saucy training had been able to manage existing facilities and infrastructure in schools. This is in line with the opinion (Bowang & Dermawan, 2014) that good management of facilities and infrastructure can improve the quality of education.

Ability to Manage Finance

The indicator of the ability to manage school finances consists of 5 descriptors, namely: (1) involving school residents in the management of school finances (2) involving committees in financial management (3) identifying sources of income and types of expenditure (4) ability to coordinate in the use of finances and (5) the ability to make financial reports. More details can be seen in the following table:

Table 3. The ability of the principal to manage finances

No	Descriptor	Score current	Ideal Score	%	Criteria
1	Involve school community in financial management	710	760	93,42	Very good

2	Involve school committees involved in financial management	666	760	87,63	Well
3	Ability to identify sources of income and types of expenses	698	760	91,84	Very good
4	Ability to coordinate in the use of finance	729	760	95,92	Very good
5	Ability to make financial reports	699	760	91,97	Very good
TOTAL		3502	3800	92,16	Very good

Table 3 shows that the descriptor of the principal's ability to involve school residents in terms of financial management obtained a score of 93.42 included in the very good category, meaning that the principal involved all school members in terms of school financial management. ,63% is included in the good category, meaning that the principal has involved the school committee in terms of school financial management. The descriptor on the ability to identify the types of school income and expenditure obtained a score of 91.84% included in the very good category, meaning that the principal is very good at identifying income. and school expenses. The descriptor on the ability of the principal to coordinate in the management of school finances obtained a score of 95.52%, which was included in the very good category, meaning that the principal was very good at coordinating and monitoring the management of school finances. The last descriptor, namely the ability of the principal to make school financial reports, obtained a score of 91.97%, which was included in the very good category, meaning that the principal always made a final report on financial management to all school members, including the school committee. The overall results for the indicator of the principal's ability to manage school finances obtained a score of 92.16% which was included in the very good category, meaning that the post-training principal's managerial ability was handsome.

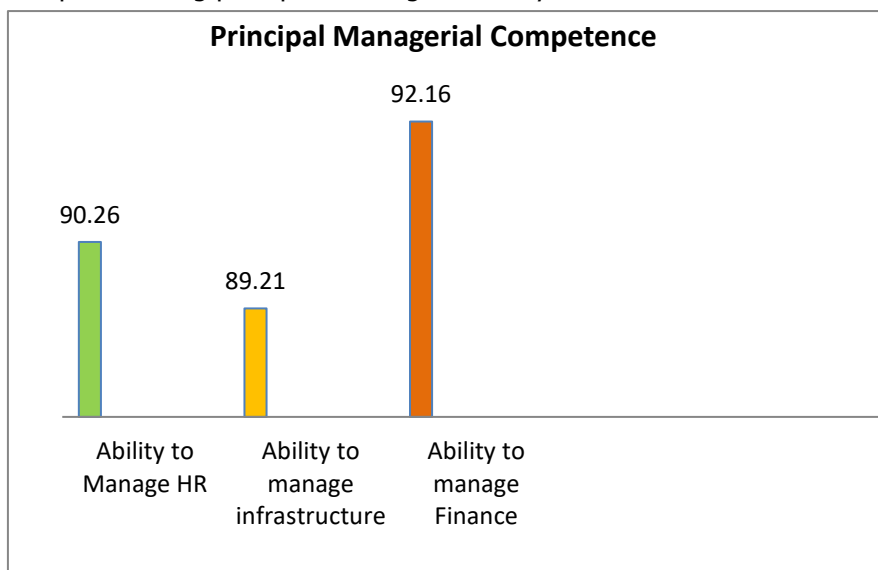


Figure 1. Principal Managerial Competencies

DISCUSSION

This study concerns the managerial competence of elementary school principals after attending the training for prospective principals which focuses on three indicators, namely: (1) the ability of the principal to manage resources (2) the ability of the principal to manage finances (3) the ability of the principal to manage infrastructure.

The results showed that the managerial ability of the principal in managing resources reached 90.26% which was in the very good category. This is in line with the opinion of Wijaya (2009), one of the determinants of school success/failure is the human resource (HR) factor of education. Educators and education staff are human resources who have an important role in creating a good environmental climate during the learning process. According to Prihatin (2011) educators and education staff in the educational process play a strategic role, especially in an effort to shape the character of the nation through the development of the desired personality and values. In educational organizations, these educators and educational staff are potential human resources who play a role in realizing the goals of national education.

The principal is the person who is responsible for managing the existing resources in the school so that it can improve the quality of education. According to Fattah (2011) the resources involved in educational institutions, among others: humans, facilities and infrastructure, costs, technology and information. However, the most important resources in education are human resources. What is meant by human resources according to Shetty and Vernon (1985) in Fattah (2011) contains aspects: competence, skills, abilities, attitudes, behavior, motivation and commitment. Analysis of the

potential that exists in schools is urgently needed to then be used in mapping existing resources in schools to support school programs.

Qualitatively, educational resources can be classified into three categories, namely human resources (HR), material resources, and facilitative resources in the form of the organizational structure of educational institutions that have been arranged, each of which is expected to facilitate the main tasks of the function of the structural unit. Principals must be able to know the potential of existing resources in their schools, especially human resources so that the division of tasks and placements are in accordance with their respective expertise so that they can support school quality improvement. Because good school quality is the result of good resource management as Danim (2011) argues that resources are the main instrument that accompanies humans in running the wheels of school organization.

Based on the results of the author's research and supporting research, the researcher concludes that the management of school resources can be carried out properly if all parties are involved in the analysis process of school resource needs based on all the potential that exists in the school. In this way, schools have basic data and ensure that all school potential can be optimally utilized to support school programs. The principal also uses the results of the analysis previously made as the basis for mapping all resources to be used in school development. The mapping process is carried out referring to the analysis of strengths, weaknesses, opportunities and threats so that it can produce an ideal mapping.

The indicator of the ability to manage facilities and infrastructure reached 89.21% in the good category. Referring to the management of facilities and infrastructure proposed by Bafadal (2003) that the management of educational facilities and infrastructure is defined as a collaborative process to utilize all educational facilities and infrastructure effectively and efficiently. In order for all these facilities to provide an optimal contribution to the educational process, they must be managed properly by using management principles and functions including (1) planning, (2) procurement (3) inventory (4) storage (5) distribution (6) maintenance (7) elimination (8) assessment and supervision. In relation to the fulfillment of school facilities and infrastructure standards, the role of the principal as a manager is very important to pay attention to optimally fulfilling the school facilities and infrastructure he manages.

Facilities and infrastructure are two different things. Facilities are equipment and equipment that are directly used in supporting the educational process, especially the teaching and learning process, while infrastructure is a facility that indirectly supports the course of the educational or teaching process (Mulyasa, 2004; Arifin, 2012). adequate educational infrastructure to support the educational process (Saputra, 2015). Therefore, in education there must be management of facilities and infrastructure, because facilities and infrastructure are important components to support the educational process.

Good management of facilities and infrastructure creates a school that is comfortable, beautiful, neat and cool, so that it is fun and satisfying for both students and teachers. With the management of facilities and infrastructure carried out by schools properly, it is expected to provide adequate tools or facilities according to the interests of the educational process, both for students and educators. The results of the study (Bancin and Lubis, 2017) show that planning for facilities and infrastructure is one of the most important actions in preparing a set of decisions regarding actions to be taken at a certain time.

Schools must have standard operating procedures in the form of mechanisms or procedures for the use of facilities and infrastructure in schools. This SOP is prepared jointly with the staff of the teacher council so that it becomes a standard reference in utilizing school facilities and infrastructure. A joint meeting in formulating a mechanism or procedure for the use of facilities and infrastructure in schools is an encouragement for school residents to consistently carry out the established procedures.

The indicator for the management of facilities and infrastructure is the indicator whose value is the lowest compared to the other four indicators, this is related to an important aspect that should not be forgotten in the management of facilities and infrastructure, namely the procedure for the elimination of facilities and infrastructure that no longer meet the requirements for use. Of course, there are steps that must be followed so that the deletion process does not violate applicable regulations. One of the things that causes problems for schools to obtain assistance from the government in terms of facilities and infrastructure is because it is read in the central government database that all facilities and infrastructure in schools are fulfilled and in good condition through dapodik input, even though the reality in the field is that schools really need facilities and infrastructure. The principal should carry out a procedure for removing school assets that do not meet the requirements anymore so that it will be read in the central government database that the school deserves assistance in the form of buildings and other learning supporting infrastructure.

Based on the results of the author's research and other supporting studies, the researcher concludes that the management of facilities and infrastructure is a very important activity in schools, because it will greatly support the success of the learning process in schools. Schools must have Standard Operating Procedures (SOP) in the form of mechanisms or procedures in the use of facilities and infrastructure in schools. This SOP is prepared jointly with the staff of the teacher council so that it becomes a standard reference in utilizing school facilities and infrastructure. A joint meeting in formulating a mechanism or procedure for the use of facilities and infrastructure in schools is an encouragement for school residents to consistently carry out the established procedures.

The indicator of the ability of the principal to manage school finances obtained a percentage of 92.16% in the very good category. Educational financial management is one of the substances in school management that will determine the course of educational activities in schools. As happened in the substance of education management in

general, financial management activities are carried out through the process of planning, organizing, directing, coordinating, supervising or controlling.

Principals carry out school planning by initiating financial planning through identifying sources of income and types of expenditures related to school activities. This well-executed school financial planning process supports the optimization of school development to make it more dynamic. The principal makes careful planning about school finances. Every plan that is prepared always begins with financial planning by identifying sources of income and types of expenses related to school activities. This makes school financial planning better and has a strong foundation in

In accordance with the circular (Depdiknas, Ditjen Dikdasmen, 2007) which states that financial management can be interpreted as an act of financial management/administration which includes recording, planning, implementation, accountability, and reporting. Thus school financial management is a series of activities to regulate school finances starting from planning, bookkeeping, spending, supervision and accountability of school finances.

The results of the study (Utama, Setiyani: 2014) show that transparency, accountability, and responsibility for school financial management have a simultaneous effect on teacher performance. The application of the principle of responsibility in educational institutions is very important to measure the extent to which the leader (principal) is fully responsible for the management of school finances, so that it is in accordance with applicable laws and regulations. School efforts in realizing transparency and accountability of financial information to stakeholders including teachers as internal stakeholders, will encourage school compliance with various applicable regulations (responsibility), so that it will create a good working climate for teachers, improve the quality of teachers and schools, and in the end will be able to encourage the realization of improved teacher performance and school optimally.

CONCLUSION

Based on the results of the study, it can be concluded that the managerial ability of school principals in managing resources reaches 90.26% including in the very good category, this is certainly very supportive of the implementation of existing educational programs in schools. The ability of school principals in managing facilities and infrastructure reaches 89.21 % is included in the good category, this certainly needs greater attention, especially from the government in terms of fund allocation. organizing, directing, coordinating, supervising and controlling in school financial management.

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