

## THE PRINCIPAL'S MANAGERIAL ABILITY IN DEVELOPING EFFECTIVE SCHOOLS

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**Abstract.** School is one of the educational institutions where the teaching and learning process takes place to educate the nation's generation. As a leader, the principal plays an essential role in determining policy. The policy was the aim to make schools more competitive. For this reason, the principal must be able to develop it into an effective school. The purpose of this study is to know the principal's managerial abilities in developing effective schools. This research uses a qualitative method and descriptive approach, analyzed using Analysis Interactive. The results of this study that school managerial ability in developing effective schools are by following the procedures, first, planning programs include; the planning process; and the strategy of designing program planning. Second, the program implementation, including; sharing tasks and routine explanation regarding work and responsibilities, building communication with all school residents properly, motivation colleagues to work effectively and efficiently in achieving goals, running managerial based on school management guidelines, managing human resources, managing relationships with parents and society, overcoming constraints in managerial. Third, program evaluation, including; evaluation methods, follow-up programs, matters discussed in evaluation, and influence perceived after evaluation.

**Keywords:** Ability, Managerial, Principal, Effective Schools

**INTRODUCTION** In Schools have an essential role in creating the nation's next-generation who has the ability in academic and non-academic fields, and it realized if supported by adequate components in the school, such as teaching and learning facilities, teaching staff, as well as all components in the school. One of the essential factors and supports the progress of an educational institution is the leader. School leaders or principals play an important role in determining the direction of the policies they lead. Need, there are four reasons about the leader needed, namely 1) because many people need a leader figure, 2) in some battles, a leader needs to emerge from his group, 3) as interesting places as happens when there is a group, and 4) as a place to place power (Andang, 2014). It is a challenge for leaders in schools to be able to make the schools they lead to schools that have competitiveness in this era, and it can realize by directing schools to effective schools. However, in reality, there are still

many school principals who have not to be able yet to create effective schools, especially those relating to understanding, caring, and their commitment to carrying out their leadership duties (Levin, 2012). Effective schools are not just outputs that are concerned (student outcomes and intelligence), but there is a need for input, a process of environmental situations both in the classroom and outside the classroom (Fadhli, 2016). According to Komariah dan Triatna (2005), effective schools are schools that can optimize all inputs and processes for the achievement of educational output, namely school achievement, especially student achievement marked by having all the abilities in the form of competencies that required in learning. So that the principal's skills in managing the school he leads are needed. As we all know that it has become a necessity for a leader to have educational management skills. Educational management is a process of optimizing available and accessible educational resources to achieve educational goals effectively and efficiently (Danim dan Yunan, 2010). Based

on the writer's observation, a phenomenon that happened in Muratara regency, there are still many parents who are reluctant to send their children to state schools for various reasons, one of which is the uncontrolled supervision of student social intercourse. It is undeniable that many people tend to send their children to Madrasah (Islamic school), which is religious schools. It certainly requires state

schools to be more active in increasing supervision in schools. It is different in Nibung State High School which is in the spotlight of researchers because in Nibung State High School is different from other state schools, both in terms of school achievement, student achievement, school environment cleanliness, faith, and taqwa development, up to the number of new students that increase each year.

Table 1. Number of new students

School year									
2015/ 2016		2016/ 2017		2017/ 2018		2018/ 2019		2019/ 2020	
L	P	L	P	L	P	L	P	L	P
75	69	79	80	85	83	87	85	90	87

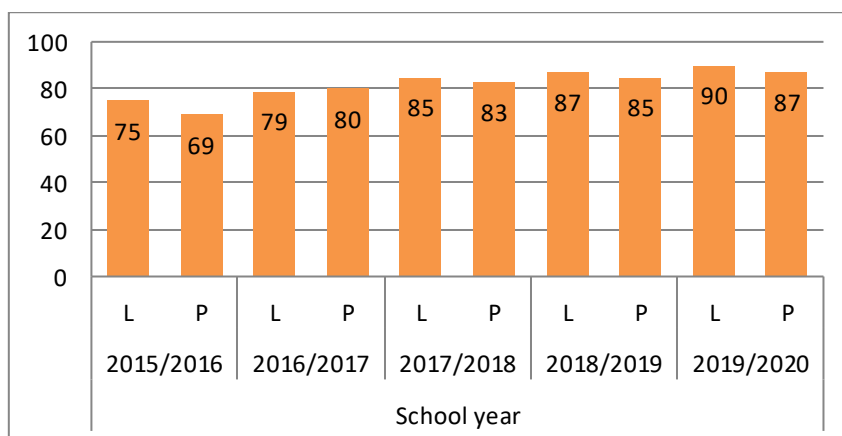


Figure 1. Percentage of new students

In this case, Nibung State High School is approaching effective schools as stipulated in Ministry of National Education Regulation No. 19 of 2007 concerning Education Management Standards by the Primary and Secondary Education Units, including; Program planning, work plan implementation, supervision and evaluation, school or madrasah leadership, management information systems, and special assessments (Mulyasana, 2011).

The difference between the research conducted now and the research done by Wati dan Kamila (2019) that previous research focuses on creating effective schools while the research about developing effective schools.

## RESEARCH METHODS

This research carried out at Nibung State High School, Musi Rawas Utara Regency South Sumatera Province, in November 2019. The procedure of this research was to create guidelines for subsequent interviews with the principal after the data was collected the authors analyzed using the Interactive Analysis model. (Milles dan Mathew, 2007).

Provides a comprehensive, in-depth understanding of the managerial ability of principals in developing effective schools. While the approach used is descriptive, because it describes the actual situation or events of the research object by the facts that appear in the field. The results data in written and spoken words from people and observed behavior (Milles dan Mathew, 2007).

Data analysis techniques used in this study consist of four steps, namely: 1) data collecting, by the researcher conducting interviews with informants, in this case, the school head. 2) data reduction by sharpening, classifying, directing,

disposing of the observational data, and interview data that are not needed and organizing the data until the conclusions can be drawn and verified in such away. 3) data display, in this research in the form of a brief description based on the results of the interview, which is strengthened by observations of the managerial ability of the principal in developing effective schools. 4) conclusion drawing, the next step is drawing conclusions, which are activities from the end of the study.

## RESULTS AND DISCUSSION

### Effective School Program Planning

Effective relationships and communication are essential in headship as the principal's work with and through others. Effective principals manage themselves and their relationships well (Arhipova, 2018). The principal is the main element that has a role in managing the educational process at school, in producing student achievement in learning. If the learning achievement in the school they lead is excellent, then the quality in the school is also good.

Every school principal certainly wants an effective school, but it is challenging without the commitment, hard work, and cooperation of all school members, and even collaboration with various parties and community. In line with what was stated by Mulyasa (2013), there are nine aspects to creating an effective school. The nine aspects relate to school development planning, teacher and staff development, student development, parent and community involvement, appreciation and intensive, discipline and discipline, curriculum development and learning, financial management and financing, and the utilization of school

facilities and infrastructure. These statements support one another in encouraging the creation of an effective school.

The above matter has been implementing by the Head of Nibung State High School. The head of Nibung State High School has planned before implementing or carrying out work programs. Planning at the beginning of the school year refers to the vision and mission of the school. The planning has been carrying out to determine the objectives so that they achieved as well as possible. In the following, the author describes in more detail the results of the principal's interview about aspects of program planning conducted by the Principal of Nibung State High School, including:

#### Initial Planning Process

Program planning is a fundamental thing that must be done in an institution so that the institution can achieve its goals on target. The initial process of program planning carried out at Nibung State High School is at the beginning of each new school year. At the beginning of planning, estimated the potential of the school resources, and estimating the future time for the implementation of the designed program. In the future, this can be evaluated at an unspecified time (conditional) by ideas that arise later that answer the needs of the school. The form of the plan contained in the vision and mission of the school.

#### Strategy for Designing Program Planning

There are several steps in designing the program planning carried out by the Head of Nibung State High School. The first step, setting goals and doing the work done at the beginning of the new school year. The second step, formulating short-

term, medium-term, and long-term programs. The third step, improvement of the quality components that support quality improvement, outlines the plan in a document that is easily read by the parties concerned.

The steps taken by the head of Nibung State High School in terms of the strategy of designing a program are by the theory of the effectiveness of a plan put forward by (Wahjosumidjo, 2002). To achieve the goals set in the school, the strategies designed also adjust to the conditions of the school environment, and in making strategies carried out with the entire board of teachers and staff in the school environment.

#### The Effect of Planning on the Principal's Managerial Path.

Proper planning can bring an organization or institution in a better direction because the planning activity itself has advantages or advantages. As perceived by the Head of Nibung State High School, who said that by planning, it would be easier for us to carry out the program because planning can later lead us to the goals to achieve, the planning is like a compass that leads to the goal.

It is in line with what revealed (Bowo, 2008) that planning is the process of determining the design of actions for schools to develop rules and procedures for the achievement of a goal.

#### Effective School Managerial Implementation

In implementing school management, the principal must be able to mobilize all school members and elements that can support the success of a program so that program plans implement realistically. The head of Nibung State High School has made various efforts in carrying out

management in schools, namely as an activator and model, both starting from program planning, program implementation, to program evaluation. The principal must control everything. It will be discussed in more detail, as follows:

#### Sharing Tasks, Routine Explanation Regarding Work and Responsibilities.

In the implementation of management, not all work is undoubtedly done by the school principal alone; of course, there is the division of tasks. Implementation of the principal's management at Nibung High School, which dividing duties and responsibilities to the entire board of teachers and staff. Their positions and functions in the school and by empowering the existing staff in the school. After the principal distributes tasks and responsibilities to the teacher and staff, the principal does not get out of hand, meaning the principal continues to provide direction and explanation of the program to the teacher and staff council. Also, the Principal of Nibung State High School is always trying to establish communication with all school members. So that all complaints and also the needs felt by all school members about the course of the learning process and things that support learning known by the school principal and subsequently to find a solution, to an explanation of the principal's communication will be further discussed in the next discussion.

The activities carried out by the principal, in line with the theory put forward by Rohiat (2010) that a vital aspect of the role of leadership in education is to empower teachers to give them the maximum opportunity to develop student learning. Although in practice, there are still deficiencies such as lack of staffing in schools, so that every teacher has double

duties and responsibilities. However, all that can still run well.

#### Building Communication with All School Residents properly

The head of Nibung State High School always tries to establish communication with all school residents and the community and stakeholders. As the results of interviews with the principal, that the communication made by the principal is familial. The principal builds harmonious communication relationships with all school members so that the program implemented adequately.

The communicative head of the Nibung State High School has greatly assisted the council of teachers and staff in implementing school programs that have designed in such away. It is one indicator of the success of school principals in developing teachers and staff, that is, schools create peer-to-peer working relationships among all teachers, and staff with all school members (Mulyasa, 2013). Also, students feel cared for by the Principal.

#### The Colleagues Motivation to Work Effectively and Efficiently to Achieving Goals.

The motivation for coworkers is essential so that they can always work well and make it possible to work with maximum performance. Therefore, the Head of Nibung State High School motivated his colleagues to achieve the expected goals. In providing work motivation to coworkers, the Head of Nibung State High School raised awareness of his duties and responsibilities by giving suitable examples to other colleagues and was always involved in every program implementation.

It is in line with the opinion expressed by Simanjutak (2005) that the role of

management is crucial and dominant in improving employee performance, both in increasing employee competence and work motivation, as well as in building effective work systems and creating harmonious working conditions and conditions safe and fun.

#### Running Managerial Based on School Management Guidelines

In carrying out managerial activities, the Principal of Nibung State High School uses school management guidelines, such as the education calendar, curriculum, school organizational structure, division of tasks, school discipline, and school operational costs. The above is in line with the theory put forward by Mulyasana (2011) that the basic guidelines for school management are operational implementation instructions.

Then he added, school management guidelines include; Education unit level curriculum, educational or academic calendar, organizational structure, division of teacher assignments, division of tasks among education personnel, academic regulations, and school rules.

#### Managing Human Resources

The head of Nibung State High School in managing human resources is by providing opportunities for the teacher council to carry out its duties and responsibilities by alternating each year, to increase the knowledge and experience of the teacher council to manage schools, run programs, and other knowledge. Also, this is adjusted to the potential of the teacher council so that it empowered for students. In line with what the school principal has done, Fauzi dan Rokhmat (2018) stated in his theory that by placing the right person in the right place within the organization, the continuity of

the organization's activities would ensure. The function of the leader here is to be able to put the right man in the right place. The leader must be able to see the potential of qualified and responsible human resources and for carrying out organizational wheel activities.

In this case, they also confirmed by the statement Sayuti (2011) that human resource management means the preparation and implementation of a coordinated plan to ensure that existing human resources utilized as well as possible to achieve the goals of the organization.

#### Managing Relationships with Parents and Society

The relationship with parents and the community is significant for the growth and development of a school. As the school collaboration with parents and the community by involving them in school activities and making a decision. For example, firstly, in terms of improving facilities and infrastructure that support learning, it can be closed with the parents of the students and the community, so that the parents know about what the school will do. The second involvement of parents in the growth of students, for example, when students at home parents supervise children while studying at home.

Mulyasa (2013) that the involvement of parents and the community in school programs aims, among others. First, to advance the quality of learning and student growth, second, to strengthen the goals and improve the quality of life and livelihoods of the people, third, to stimulate the community to establish relationships with schools.

#### Overcoming Constraints in Managerial

During the managerial implementation process in the field, there are certainly various kinds of obstacles. Nevertheless, these various obstacles have overcome if there are good cooperation and communication between leaders and staff. Constraints that occur in this school in terms of managerial, namely training to improve teacher quality that was not distributing. It happens because teachers are still preoccupied with administrative burdens so that to improve the quality of teachers in the form of training/development is still not going well. As a result, when teachers teach in class, teachers have less difficulty in developing appropriate learning media.

Based on the results of interviews with the head of Nibung State High School, it explained that from the constraints that occurred, there were several solutions to the solution, namely alternative solutions and evaluation. The alternative solution given is that teachers must focus even more on completing administration so that when there is training to improve the quality of teachers, they can follow well. The principal's evaluation was more assertive in giving orders to keep the program running as it should.

The choice of the principal's solution, in line with what was revealed Wijayanto (2012) in the problem-solving process there are five stages, namely: the determination and definition of the problem, the development of alternative solutions, evaluation and selection of solutions, implementation of solutions, and evaluation of results (Wijayanto, 2012).

### **Effective School Evaluation Management**

Evaluation is an essential element in management that was not separate from other elements. From the Evaluation, we found out where the gaps or shortcomings

of a program or its implementation. So that improvements have been made. In line with that, according to evaluation Suharsimi dan Jabar (2004), it is an activity to gather information about the workings of something, which then the information used to determine the appropriate alternative in making a decision.

In Nibung State High School, the evaluation conducted by the principal adjusted to the conditions on the ground, the evaluation carried out monthly, weekly, and even almost every day, i.e., when there are things that are not appropriate, the school principal provides directives to improve performance. There are at least several essential aspects carried out by the Head of Nibung State High School is conducting an effective school evaluation, namely:

#### **Evaluation Method,**

In carrying out the evaluation also requires a method so that the evaluation carried out can run smoothly and produce results. The head of Nibung State High School uses a conditional system, which is by directly reprimanding and evaluating on the spot when there are things that are not appropriate. Then, the principal also arranges a special meeting to conduct a performance evaluation for staff and the teacher board. Principals also usually slip evaluations in every meeting, and during the flag ceremony. Evaluation that has been done by the Head of Nibung State High School has a component found in theory presented by Suharsimi dan Jabar (2004). The contents of this theory categorize program evaluation into four types, namely reflective evaluation, plan evaluation, process evaluation, and evaluation of results.

### Follow-up Program

The follow-up program carried out at Nibung State Senior High School is carried out unscheduled, but adjusted to the conditions that occur or conditional. The evaluation would be doing if there were still things that were not following the rules that apply in schools, even depending on the size of the problem at hand. If the problem is massive, then it is possible to renew the vision, mission, and goals of the school.

The results of this evaluation would use for future programs. It is following the efforts to follow up on the performance evaluation described by Simanjutak (2005) that the follow-up evaluation depends on the intensity of the problems encountered as a result of the analysis of the performance evaluation. The performance evaluation follow-up program conducted by the head of Nibung State High School is following the theory that following up is based on the intensity of the problem would face.

### Matters Discussed in Evaluation

Several things are considered fundamental by the Head of Nibung State High School in conducting discussions in evaluations, namely about the teaching and learning process, student problems, teacher and staff performance, and discussing conditions that develop in the school and school environment. It is an activity that can evaluate the work of others.

It is also in line with the theory, which states that Evaluation is an activity that can compare between the results achieved and the objectives, able to achieve self-evaluation, able to evaluate the work of others, and able to perform justification when necessary (Fauzi & Rokhmat, 2018). So, it has been concluding that the

evaluation should focus on the goals and needs, implementation, and results to would be achieved.

### Influence Perceived after Evaluation

The evaluation has a significant influence on program achievement because evaluation is a means to find and improve programs, improve performance in running programs, and others. Based on the results of interviews with the Head of Nibung State High School, that after an evaluation, it will make a change in performance for the better, because, in addition to improving past performance, evaluation can also motivate the council of teachers in Nibung State High School. In this case, the influence felt after the evaluation that the teacher becomes more creative and innovative in creating a classroom atmosphere that is conducive to learning, so students become more enthusiastic in learning. Also, by conducting an evaluation, the teacher knows that performance must be improved and improved again.

It is consistent with what was stated by Sholahudin (2013) that the assessment or evaluation of teacher performance is beneficial for evaluating the work obtained. With the teacher performance appraisal, it expended to be able to make a valuable contribution to the school if done with a positive attitude and a spirit of cooperation between the assessors and the assessed teacher.

### CONCLUSION

The managerial ability of the Nibung High School Principal in developing an effective school is following existing procedures. First, program planning, including; initial planning process; and the strategy of designing program planning. Second, including; sharing tasks, routine



explanation regarding work and responsibilities, building communication with all school residents properly, motivation for colleagues to work effectively and efficiently in achieving goals, running managerial based on school management guidelines, managing relationships with parents and society, overcoming constraints in managerial. Third, program evaluation, including; evaluating method, follow-up program, matters discussed in evaluation, and Influence Perceived after Evaluation.

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