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Content

MAPPING PRINCIPAL'S COMPETENCY OF SECONDARY SCHOOL

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Abstract: This research aimed at describing the competencies of the Principal in State Secondary school in Banyuasin Regency, it can be mapped the right program given to optimize it. This study was mixed method. The results obtained the competencies of principals in State Secondary schools Banyuasin Regency have moderate managerial competency; entrepreneurship competencies are mostly included in the medium criteria; Supervision competencies in the medium category. Overall, most of the principals have good competency.

Keywords: Mapping Competency, Principal, Secondary School

1. Introduction

The writing of this research starts from various strategic issues of the Principal who are considered to have a very decisive role in the learning process in his school by involving various components of the ecosystem around the school (Apriana et al, 2019; Andriani et al, 2018; Fitria et al, 2017). Principals are required to have relevant competencies to fulfill their duties and functions (Irmayani et al, 2018). The principal is responsible for setting the direction and objectives of the school, organizing the school, establishing communication, motivating and solving problems, increasing teacher competency, teacher work ethics and teacher discipline (Wandasari et al, 2019; Tobari et al, 2018). In line with the phrase Sulan (2008: 23) the role of the principal's leadership is very influential on teacher performance and student achievement "job satisfaction among teachers in the school is closely related to teacher effectiveness that contributes to student achievement" (Khasanah et al, 2019).

Principals in their status as educational supervision have a function and role in providing oversight of the implementation of all activities in the School. His role as a school supervisor is to help teachers and educational leaders understand issues and make wise decisions that affect student education. To assist teachers in carrying out their main tasks and functions as well as improving student learning achievement (Burhanudin, 2005: 56).

The Principal's task is related to how the school carries out various activities, such as managing various problems in the implementation of school administration, fostering educational staff, utilizing facilities and infrastructure and realizing schools as insights into the real mandala. According to the University of Indonesia's Educational Administration Lecturer Team (2014: 32) Leadership means the ability and readiness possessed by a person, to be able to influence, encourage, invite, guide, move, direct, and if necessary force people or groups to accept the influence and then act something that can help achieve a certain goal that has been set (Fitria, 2018).

Improving the quality of education must begin in improving the professionalism of the Principal (Salwa et al, 2019; Irmayani et al, 2018). The principal is the person who is made the highest hope of paraguru, staff, students, and parents of students in an effort to improve the quality of education at school. The main key to improving quality is a commitment to change, always innovating to develop themselves and keep up with the development and demands of the profession.

Therefore improving the quality of education really needs to be supported by optimal management of education management by the Principal (Fathurrochman et al, 2019).

In the Minister of Education and Culture Regulation Number 6 of 2018, it is stated that school principals are required to attend the Principal Strengthening Training to have a certificate as the legality of the principal's competency. From the various presentations, it illustrates that the principal in directing and utilizing all available resources will determine the quality of teacher performance and will also have an impact on student learning outcomes. School performance is a representation of the performance of all the resources in the school that are interrelated, namely; Principals, Educators, Educational Personnel, Students and School Committees. Suhardiman (2012: 11) states that school performance is an achievement that has been achieved by the school concerned. These achievements include achievements in the academic and non-academic fields. This achievement is the result of the hard work of the Principal, Educators and Education Personnel, Guards, School Committees, and other elements in the school.

In order to realize these responsibilities, the principal has a very important role in controlling the success of educational activities, improving the implementation of school administration in accordance with educational objectives, and professionally managing the utilization and maintenance of educational facilities and infrastructure (Lian et al, 2018). Mastery of principals' competencies is very important to be mapped in the framework of coaching and developing coaching programs as needed. Accuracy in providing data is very much needed in order to facilitate school principals in increasing their professionalism and competency, to suit their needs and to comply with national education standards or to exceed them.

Based on the explanation of the importance of the Principal's role in the quality of learning, it encourages us to map the competencies of the Principal of Public Middle Schools in Banyuasin Regency. This research is important in order to map which competencies are most needed by the Principal State Secondary school in Banyuasin Regency. Furthermore, the results of this study are expected to contribute to the Banyuasin District Office of Education and Culture in providing guidance to the Principal State Secondary schools in the Banyuasin Regency area.

Mapping principal competency of State Secondary school is important because according to Salmita (2019: 2) School Principal is one of the most important educational components in improving the quality of education. Therefore, the School Principal is responsible for organizing educational activities, school administration, fostering other education personnel, and utilizing and maintaining facilities and infrastructure. Said (2010: 22) mentions the elements in leadership is the process of giving direction; give motivation; able to create confidence; development or strengthening of self-confidence; influence and move.

Leaders in the work environment or non-profit organizations must be able to influence team members to do something positive that can help the organization. Besides having to be able to influence, leaders must also be able to move team members to make positive changes in the organization, because effective leaders will inspire, influence, and motivate others and become the spearhead in driving beneficial change.

The importance of mapping the competency of principals as revealed by Kristiawan (2017: 31) states that "leadership is the quality of a leader in its activities affecting the behavior of many people, so they want to work together in achieving goals". Other research results also state that school leaders have links with academic success either directly or indirectly (Ibrahim et al., 2014: 43; Leithwood & Mascall, 2008: 56).

2. Research Method

The existence of effective learning in schools can be seen from the learning process that uses various sources and methods in directing optimal learning activities. The most important and basic thing in the process of developing and managing education towards effective schooling is the statement that "all children can learn" (Komariah and Triatna, 2006: 56). This suggests to us that the school is a vehicle that provides the best place for children to learn (a place for better learning). This means that all management and leadership efforts that occur in the school are directed towards making all students learn.

When looking for other relevance in connection with the statement above, the definition of Taylor, et. al (2001: 89), effective schools are schools that organize and utilize all resources owned by schools to ensure that all students (regardless of taste, gender or socioeconomic status) can learn essential curricula in schools. According to Shannon & Bylsma (2007: 97) in obtaining the title of effective school, the school must implement nine criteria including "a clear and shared focus; high standards and expectations for all students; effective school leadership; high levels of collaboration and communication; curriculum, instruction and assessments aligned with state standards; frequent monitoring of learning and teaching; focused professional development; a supportive learning environment; and high levels of family and community involvement. " Of the nine criteria must be done without leaving one of these criteria.

According to the previous regulation, the competencies needed by school principals include personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies. Personality competency; Principals are expected to have good morals, develop culture and traditions of noble morals, be a role model of noble morals for the community at school; has the integrity of personality as a leader; has a strong desire for self-development as a school principal; being open in carrying out basic tasks and functions; can control themselves in dealing with work problems as a principal, has the talent and interest in the position as an educational leader. Relevant research in this study as conducted by Puspa (2014); Somantri (2014); Bafadal (2016); Manap, Hartuti, Djuwita, Komarudin and Alperi (2010).

The method used in this study is a mixed method that refers to the opinion of Creswell (2014) and Sugiyono (2012). The number of respondents in this study were 75 people, who are the principals of state secondary schools in Banyuasin Regency. To obtain research data, observation, questionnaire, interview, documentation and literature study techniques are used. Data obtained from these techniques are then analyzed as qualitative quantitative research data analysis.

3. Results and Discussion

As it is understood that this study reveals the competencies of principals who work in state secondary schools in Banyuasin Regency. The competencies mapped are managerial competency, entrepreneurial competency and supervision competency. The results of data analysis regarding each of these competencies can be seen in the following diagrams.
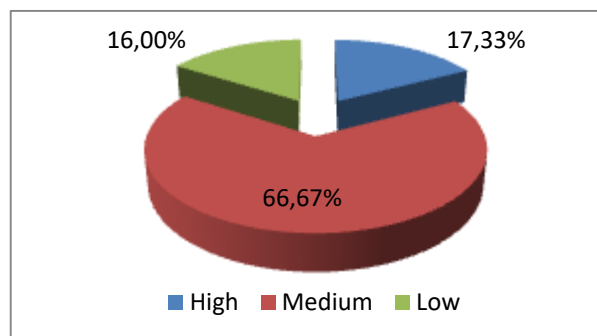
Figure 1. Managerial Competency
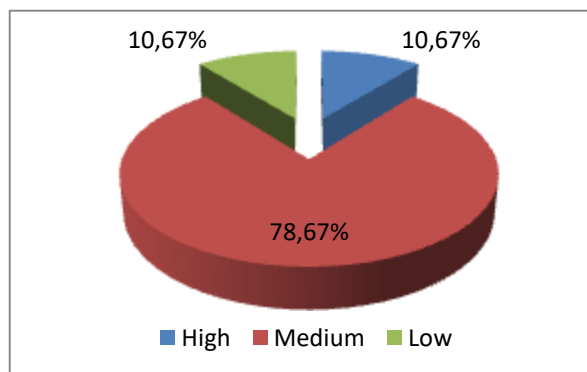
Figure 2. Entrepreneur competency
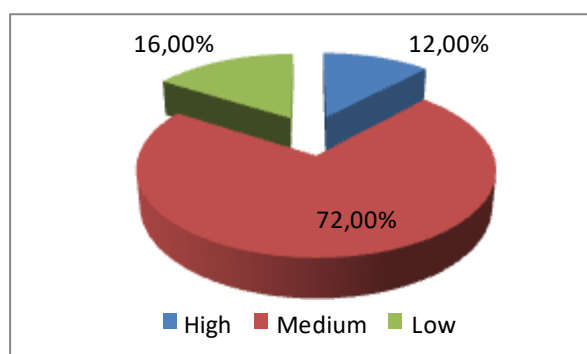
Figure 3. Supervision competency

Based on the results of data analysis obtained as a whole, it can be recapitulated in total regarding the competencies of the principal the State secondary school in Banyuasin Regency, as shown in the following figure.
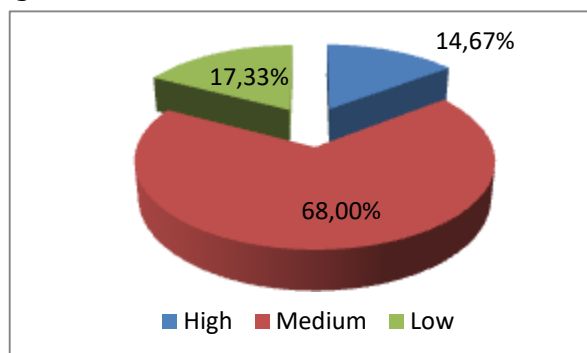
Figure 4. Competency of the Principal of SMP Negeri in Banyuasin

It seems clear that most of the principals of state secondary schools in Banyuasin district have moderate competency. The sad thing is, there are still quite a lot of school principals who have low competency. For this reason, the stakeholders responsible for this matter are demanded to have high creativity in order to create principals who have competent competency in their fields, so that the results obtained from the implementation of education in schools will be better and quality.

After mapping the competencies of the Principal of SMP Negeri in Banyuasin Regency, we then interviewed three samples of principals that were included in the high, medium and low competency categories. As for the follow-up samples for the qualitative descriptive process carried out by us are as follows.

Table 1. **Descriptive sampling**

No	Schools	Category
1	SMP N 3 Rambutan	High
2	SMP N 5 Rantau Bayur	High
3	SMP N 2 Air Kumbang	High
4	SMP N 3 Rantau Bayur	Medium
5	SMP N 4 Banyuasin III	Medium
6	SMP N 2 Banyuasin III	Medium
7	SMP N 3 Betung	Low
8	SMP N 2 Pulau Rimau	Low
9	SMP N 4 Air Kumbang	Low

The table above is a sample used by us to explore the research conducted. Each category used three samples as the acquisition of competency scores that had been mapped previously. As is known that in this study also used observation to obtain research data. One of the information obtained from observations is the actions taken by each principal in carrying out their duties in the work unit.

In schools that have the competency of principals with high categories, it can be seen that all activities related to the principal tasks and functions of school principals are carried out in a systematic and structured manner. The involvement of teachers and education personnel is strongly felt in decision making or policies related to optimizing learning in schools. So that everyone at school states that they have pride because they feel actively involved in the administration of education.

Not much different from a school whose principal is included in the medium competency category. Although not as good as that done by principals with high competency categories, but activities in schools are carried out well. However, limited resources are felt to have enough impact to make the principal think hard and tend to make quick decisions for any problems that occur.

Likewise with principals included in the category of low competency, we observed that the implementation of the task was done well. It's just that when making decisions or policies, principals tend to use their own thoughts or do not actively involve teachers and education personnel. That is why, support is not fully obtained from the school community, even though that support is an important thing to optimize the quality of education implementation which is also a form of achieving the competency of a school principal.

Furthermore, we conducted interviews with each of the principals who were sampled to explore the results of the principal competency mapping. In essence the results of the interviews conducted with the principal have similarities in the responses given.

First, we asked about school planning. Principals included in the high category firmly stated that the school plan was prepared at the commencement of learning in the current semester. Likewise with the competency of principals included in the medium category. It's just different responses given by principals with low competency categories, stating that the nature of the preparation of school plans is done at the beginning of learning it's just that in practice sometimes the plan has not even been completed when learning in the semester has taken place.

In the aspect of organizational development, principals included in the category of high competency gave impressive responses. That organizational development is carried out through a review of the results of deliberations or meetings of each element involved in the implementation of education in schools. Unlike the case with responses given by principals with medium and low competency, it is stated that the development of school organizations is carried out in accordance with the budget provided by the government, therefore the researcher concludes that principals with medium and low competencies tend to be passive in implementing organizational development in the school. This clearly has an impact on the optimization of the administration of education which also means that it is natural that the principal cannot be classified as having high competency.

Furthermore, we also explore the optimization of resources in schools, each school principal states that what they do is an effort in order to optimize all the resources available at school. This also goes hand in hand with the statement that all activities undertaken in the context of optimizing resources in schools are a form of efforts to achieve effective learning, all principals state that that is the goal of learning to go to effective school.

Another thing that was investigated by us was regarding the creation of an innovative school climate. It is clear that a person who has high competency will have the creativity to create an innovative school climate, this is also evidenced by the results of interviews conducted that principals with high competency give statements to the things that have been done to create an innovative climate. One of the efforts made by high-competent school principals is to encourage student self-employment activities that are tailored to the subject matter in class. The same thing is done by principals with moderate competency, although not as active as high competent principals. However, his efforts were quite active so that productive activities could be seen in the school. However, this does not happen to principals who have low competency, because the activities they do are only limited to their main tasks and functions and do not develop other matters that they feel are not their main responsibility.

Regarding the infrastructure that is being managed, each school principal states the same thing, namely that management is carried out as stated in the established standard. It's just that, in schools led by principals with high competency, they have creativity in preparing documents related to the infrastructure inventory. This is not done by principals with moderate and low competency, who only use inventory lists but have not been equipped with a monitoring sheet for each inventory.

The administration of education which is oriented towards the development of students is carried out by each school principal through instructions given to the teacher who organizes learning in class. Therefore, in this aspect the principal's understanding was very pronounced. Likewise with the instructional curriculum development done well by every school principal, especially for lessons that have discussion forums or deliberations.

In the aspect of financial management in schools, every school principal has the same answer that the implementation of finance is based on applicable rules and is of a standard nature. Financial management in schools is assisted by a treasurer. Related to the implementation of monitoring and evaluation, that school principals who are included in the high category have active activities in conducting monitoring and evaluation both formally and informally, namely through sudden inspections in class. For principals that are included in the category of medium and low competency only conduct monitoring and evaluation administratively.

Regarding the entrepreneurship aspect, the school principal stated that it was still difficult to develop entrepreneurship within the school community. Various obstacles were conveyed, among others, that currently the economic conditions of the people who tend to go down make stretching of the transaction to be reduced.

In the aspect of supervision the school principal states that the supervision plan has been prepared at the beginning of each school year, and the supervised aspects tend to follow the standard rules of the government. The actions taken after supervision are conducted tend to be normative in nature, namely providing input and suggestions to parties who are deemed responsible for the findings in the implementation of supervision.

The results of this study have answered questions from research problems, including superior competencies possessed by school principals in Banyuasin Regency secondary school. So, it can be mapped that as a whole is included in the category of pratama principals. Judging from managerial competency with an average value of 81.14 included in the category of pratama principals. Entrepreneurial competency has an average value of 81.84 included in the pratama school principal category. Supervision competencies have a value of 82.56 included in the pratama school principal category.

Therefore, this study also supports the results of research conducted by Puspa (2014) Competency Mapping of the Principal of State secondary schools in Bengkulu Province. The results of research conducted in the long term mapping the competency of principals aims to facilitate the improvement of mastery competency of principals in a sustainable manner.

Likewise with research conducted by Manap, Hartuti, Djuwita, Komarudin, & Alperi in 2010, conducted a similar study with the title mapping competency of secondary school principals in Bengkulu Province in the context of increasing sustainable competency. A map of the competencies of secondary school principals in Bengkulu Province, including competencies. The conditions are evenly distributed in all dimensions in all districts. The dimension of social competency is the lowest level of achievement. The personalities of secondary school principals are consistent. Most of the managerial competencies of secondary school principals are in the "competent" category, a small part is in the "sometimes competent" category, especially in planning, organizing, leadership, managing change, managing facilities and infrastructure, public relations, student affairs, SBC, school finance, administration, service units specifically, ICT, the provision of ICT facilities, as well as the monitoring and evaluation of activities. Supervision of secondary school principals is competently competent. Entrepreneurial competency and social competency are still classified as "sometimes competent". Competency improvement can be done in stages, starting from the individual by using the results of the competency instrument as a reference in establishing oneself, collective coaching at the level of clusters, and broader clusters.

In this study, something similar happened that when the principal was reviewed per person, he had various competencies. It's just that, in this study the discussion was conducted in general on the average value obtained. Therefore, we realize that the importance of conducting more in-depth research, because it is realized that the limitations our research time, research funds and our ability to analyze data have an impact on the results obtained.

From the results of the research and discussion that has been carried out regarding this research, it is clear that the Principal the State secondary school in Banyuasin Regency is included in the category of having good overall competency. If interpreted in the category of headmaster it is clearly included in the category of pratama headmaster, which means that it needs to be given increased competency through appropriate training in order to be able to increase his competency so that it has implications for effective schools.

4. Conclusion

The conclusions of this research are 1) the competency of the principals of State Secondary Schools in Banyuasin Regency on an managerial aspect is an average of 81.14 included in the *pratama* school principal category. If interpreted in this competency interpretation table, most of the principals of State Secondary Schools who work in Banyuasin Regency have moderate managerial competency; 2) the competency of the Principal the State secondary school in Banyuasin Regency on entrepreneurship aspects has an average value of 81.84 included in the pratama school principal category. If interpreted by the competency criteria, the competencies possessed by the Principal the State secondary school in Banyuasin Regency for entrepreneurial competency are mostly included in the medium criteria; 3) the competency of the Principal the State secondary school in Banyuasin Regency in the aspect of supervision has a value of 82.56 included in the category of pratama headmaster. If viewed from the principal competency interpretation table, then most of the Principal State secondary schools who work in Banyuasin Regency are included in the

medium category for supervision competencies; and 4) overall, the Principal of State secondary schools in Banyuasin Regency mostly have good competency as evidenced by the average total value of all included in the medium category.

Acknowledgment

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