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### RESEARCH ARTICLE

#### THE MANAGERIAL COMPETENCIES OF THE PRINCIPALS OF STATE ISLAMIC JUNIOR HIGH SCHOOL (MADRASAH TSANAWIYAH) AT LAMPUNG SELATAN REGENCY

Sri Lestari, Yurnalis Etek, Eti Hadiati and Sugianto

Post-Graduate Program of Islamic Education Management Study Program, Raden Intan State Islamic University of Lampung, Indonesia.

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#### Abstract

This research aims to describe the managerial competencies of Madrasah Tsanawiyah principals, which cover the conceptual roles, human relations, teaching competencies, technical competencies, and cognitive competencies at South Lampung Regency. The researchers applied the descriptive qualitative approach. The data was collected using three techniques: observation, interviews, and documentation. Then, the data were analyzed within two stages: individual case data analysis and cross-case data analysis. The sources of data for this research were the principals, vice-principals, teachers, and employees. The results of this study indicate that, first, in conceptual competencies, madrasah principals can develop various levels of planning, develop madrasah organizations according to the needs, lead the madrasah to optimize resource utilization, have the right strategy to improve the performance of education personnel and create a conducive madrasah climate. Second, the human relations competencies of the principals of madrasah include planning activities with teachers and implementing the program, organizing teacher activities, directing the implementation of actions to achieve organizational goals, and involving teachers in decision making. Third, in terms of directing the performance of activities to achieve organizational goals, the principals apply the teachers in decision making. Third, in terms of directing actions to achieve organizational goals, the principles involve teachers in decision making. Third, in terms of teaching competencies, the principals possess numerous competencies, such as mastery of the latest learning materials. Fourth, in terms of technical competencies, the principals possess unique knowledge in utilizing facilities and infrastructure. Fifth, the principals have good cognitive as evidenced by their vision and mission, goals, and work programs.

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#### Introduction:-

Law No. 20 of 2003 concerning the Indonesian national education system provides a legal basis for developing national education by applying democracy, decentralization, autonomy, and upholding human rights. The law is expected to support all efforts to solve education problems and contribute to the macro-problems of the Indonesian nation(UU No 20,2003: 3).

**Corresponding Author:- Sri Lestari**

Address:-Post-Graduate Program of Islamic Education Management Study Program, Raden Intan State Islamic University of Lampung, Indonesia.

Furthermore, the law states that the national education system must ensure equal distribution of educational opportunities, quality improvement, and the relevance-efficiency of education management to face local, national, and global challenges. Therefore, educational reform in a planned, directed, and sustainable manner to achieve educational goals needs to be done. Paragraph I of Article I of the law states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential, spiritual strength, self-control, personality, intelligence, noble characters, and competencies needed by himself, society, nation, and state.

Chapter II, paragraph 3 of the law, deals with functions and objectives. National education develops competencies and forms a noble national character and civilization to educate the nation's life. National education aims to develop the student's potential to become human beings who believe and fear God the Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, democratic, and responsible. The formulation of the educational goals contains a noble meaning so that this nation becomes an honourable and dignified nation that is equal to other developed countries.

The objectives of education will not be realized without strenuous and genuine efforts. Many challenges must be faced to achieve these goals, either internal challenges or external challenges. Challenges that come from oneself are laziness, low work ethic, and low creativity. Meanwhile, the external challenge is global competition. As one of the impacts of total reform, reform gave birth to Law no. 22 of 1999 concerning regional government and Law no. 25 of 1999 concerning the balance of central and regional finance. Both laws are provincial autonomy laws that are effective throughout Indonesia(UU No. 25:1999)..

Through these laws, the process of democratization in the life of the nation and state begins. The central government has given broader authority to regions to develop and manage themselves, including education. The world of education, in this case, madrasah, has the power to take care of itself and manage educational activities according to the needs of the community and their respective regions. Besides, madrasah provide human resources who are productive and have professional competencies to improve the quality of education. They are an inseparable part of a planned and directed human resources development process so that Indonesia can enter the globalization and regional autonomy eras.

Sebago claims that a madrasah principal must possess five managerial competencies. The first competence is technical competence which includes knowledge and expertise related to facilities, tools, and techniques to perform an activity. The second competence is human relations competence pertaining to cooperating with others, providing assistance, collaborating, and achieving organizational goals so that madrasah can be more efficient and effective. The third competence is conceptual competencies, namely the competencies to summarize organizational ideas as a whole. The fourth competence is education and teaching competencies which include the mastery of the teaching and learning knowledge. The fifth competence is cognitive competence(SoebagioAtmodiwirio, 2003: 45).

Every madrasah principal faces significant challenges caused by the rapid changes in the educational environment, various educational reform policies, and the development of multi-function madrasah in the 21<sup>st</sup>-century (Cheng, 1997:3-7). Educational environment changes are caused by the increasing expectations of student's parents for the quality of education, the increasingly diverse characteristics of students, and demands for accountability and transparency of madrasah management to the community. Education reform policies in madrasah consist of implementing the expense standard, searching for models, realizing effective, superior, and international standards, developing and implementing the Education Unit Level Curriculum (KTSP), preparing the madrasah development plans; and so forth. Moreover, the function of the 21<sup>st</sup>-century has shifted from an educational function to economic, political, social, and cultural functions. In facing all these challenges, madrasah principals must change the madrasah teaching methods, curriculum, management, and organization. Madrasah principals are expected to master managerial competencies to plan the changes through the madrasah development plans and then implement, control, monitor, and evaluate them effectively and efficiently.

### **Research Method:-**

This research aims to obtain an in-depth description of the state Islamic junior high school (MTCN) principals' managerial competencies in the South Lampung Regency. The researcher used the qualitative approach, which includes the ex-post-facto research. Expost-facto is research that looks for causes of changes in symptoms or phenomena caused by an event, behaviour, or things that cause something to happen. The type of this research is

case study research, which is research carried out intensively, detailed, and in-depth on a particular organization, institution, or phenomenon. The research data were obtained from predetermined informants, namely the principals, vice-principals, teachers, and employees. Data were collected using observation, interview, and documentation methods. The data were analyzed by collecting data, compiling the data systematically, and presenting research results (Moleong: 2017). The researcher conducted an examination technique consisting of four criteria: credibility, transferability, dependability, and confirmability, to obtain the validity of the data (Suharsimi Arikunto, 2010:120).

### **Results and Discussion:-**

Competences come from English "competence", which means skill, ability, competence, expertise, authority, and power. Hornby defines competence as "a person having competencies, power, authority, competence, and knowledge. So, competence means a person who has the competencies, power, authority, and knowledge needed for a particular task (Hornby, 1982:172).

Managerial matters are related to managers. The principal is a teacher who leads a madrasah as a place for teaching, learning or, the interaction between teachers and students. It can be concluded that the principal's managerial competencies are the competencies possessed by the madrasah principal in carrying out his duties as a manager (Nawawi, 1982:170).

Management is essentially a process of planning, organizing, leading, controlling the efforts of organizational members, and utilizing all organizational resources to achieve predetermined goals. Management is a process because all managers utilize their skills and competencies for various interrelated activities and achieve planned goals.

The principal must think about and formulate the goals and actions taken in a program. One of the competencies that madrasah principals must possess is managerial competencies, including the competencies to prepare long-term, medium, or short-term planning.

The planning must be comprehensive to optimize all available and possible resources to achieve the desired goals in the future. Organizing means that the principal must collect and coordinate human resources and material resources because a madrasah's success depends on the competencies to organize and utilize various resources in achieving goals.

In terms of leading, the principal can direct and influence all human resources to carry out essential tasks. Madrasah principals can help human resources to do good things by creating the right atmosphere. The madrasah principal ensures that the madrasa is running to achieve its goals. If there is an error in its implementation, the principal must provide instructions and directions.

Based on the description above, a manager or a madrasah principal is a planner, organizer, leader, and controller. The manager in an organization is necessary because the organization, as a means of achieving organizational goals, contain various kinds of knowledge and a place to foster and develop human resource careers, requires managers who can plan, organize, lead, and control so that the organization can achieve its predetermined goals.

According to Soebagio, five managerial competencies must be possessed by A madrasah principal, first, in conceptual competencies. A Madrasah principal can develop various levels of planning, develop the organization according to needs, lead madrasahs in the context of optimal resource utilization, have strategies that are appropriate to improve the performance of education personnel, and plan to create a conducive madrasah climate. Second, the human relations competencies include planning activities with teachers and implementing the program, organizing teacher activities, directing the implementation of activities towards achieving organizational goals, and involving teachers in decision making. Third, in terms of teaching competencies, the madrasah principal has many competencies, such as mastery of the latest learning materials. Fourth, in terms of technical competencies, the principal has special knowledge in utilizing existing facilities and infrastructure. Fifth, a principal has a good cognitive domain which includes the competencies and knowledge of the principal of the madrasah (Soebagio, 2003:45). Conceptual competencies cover the ability to know the policies of the organization or institution as a whole. These competencies are important for leaders who occupy top management positions in their organizations (Soewarno Handayani, 1988:89).

A madrasah principal must create concepts in formulating all programs to be implemented to make curriculum programs. The principal must propose bright ideas but not violate the curriculum that has been set by the National Education Office and the Ministry of Religious Affairs. Besides the curriculum, the principal must also issue policies in leading madrasah daily. The principal has a big responsibility for the progress of the madrasah. Therefore, the principal of a madrasa must have a precise concept of the rules that will be applied. The madrasa principal should not be too rigid in leading and should not be too lenient in issuing policies.

The principals' conceptual competencies at MTsN 1 South Lampung, MTsN 2 South Lampung, and MTsN 3 South Lampung have been quite good in compiling and developing the curriculum. Unfortunately, some teachers do not teach subjects according to their area of expertise. However, the principals try their best by giving assignments and motivating them to actively participate in teachers' forum activities according to the predetermined schedule.

Furthermore, the principals' human relations competencies are the competencies to cooperate within groups or other related groups. The goal is to build coordination within a team where the principals act as leaders. The principals must cooperate with their subordinates, either the teachers, employees, committees or all those working in the area under their jurisdiction. The principals must listen to the aspirations of their subordinates and ask for advice and opinions from the people around them to advance their educational institutions or madrasah.

Human values are universal and can be developed to shape the students' characters. These human values consist of truth, virtue, peace, compassion, and non-violence. The 2013 curriculum emphasizes the development of attitudes (characters), so the teacher's task is to transfer knowledge and shape the students' characters to have intellectual competencies and characters. John Dewey argues that education is driving social efficiency, forming civic virtue, and creating human characters. Regarding this, Elmubarok also argues that a person does not automatically have a good moral character (Shargel, F.P: 2013).. Therefore, it is necessary to think about efforts to educate characters effectively. Thematic learning is a learning approach by combining several subjects and using themes as a unifying tool in the teaching materials. This learning approach can integrate human values, both in learning activities and in teaching materials. Learning themes can be chosen from the problems around students or close to students' lives, either the family problems, school problems, or social problems. Besides choosing the right theme, teachers also have to think about the methods and strategies used in learning activities so that the civic virtues that are integrated into learning can shape the students' characters.

Of the three madrasahs in South Lampung, the relationship competencies of the three madrasah principals are almost the same. They can work well with their subordinates, communicate well with residents around the madrasa, and set good examples for their subordinates and students. This finding is in line with the competencies of human relations that the principal of the madrasah must possess.

The next competence that the madrasa principals must possess is the teaching competencies. A teacher who is elected as the principal will experience assimilation and accommodation processes until he gains a balance and a stable mental structure or schemata as the principal of the madrasah. This new role requires schematic development.

Various pieces of literature show the importance of the professional competence of madrasah principals at all levels and types of education so that they can perform their functions. The competencies they have are expected to strengthen or underlie their roles and responsibilities as administrators, managers, leaders, and educational supervisors. Madrasah principals need administrative management, leadership, and educational supervision competencies due to their day-to-day role in managing and leading madrasah. Sergiovanni emphasizes the competence of madrasah principals based on their main roles: statesperson leadership, educational leadership, organizational leadership, administrative leadership, supervisory leadership, and team leadership. So, one of the dual roles of a madrasah principal is to be a supervisor.

This research found that teacher performance assessments at MTsN 1 South Lampung, MTsN 2 South Lampung, and MTsN 3 South Lampung have been carried out using the Simpatika application. It is not appropriate if it is associated with the theory that the principal, as a supervisor, is responsible for monitoring, fostering, and improving the teaching and learning process in the classroom. These responsibilities are known as supervisory responsibilities. As an element of leadership in the organizational system, the principal of the madrasah deals directly with the teacher in implementing the teaching and learning process. Supervision helps teachers improve and enhance learning. The principal is a supervisor who helps teachers, individually or in groups, to improve teaching and

curriculum. One area of supervisors is the area of teacher development. Nearly and Evans emphasize the assistive aspect of teaching and learning and curriculum improvement. For madrasa principals to succeed in improving teaching, they need to understand and use models and techniques considered appropriate in carrying out supervision. In short, the role of the madrasah principal is also as a teaching supervisor.

In carrying out clinical supervision, several general principles must be the basis for the principals in conducting supervision: 1) the relationship between the principal and the teacher is an equal collegial relationship and is interactive rather than directive. This relationship occurs between experienced professionals and less experienced professionals. Interactive professional dialogue is established in an intimate and open atmosphere, not just directives or instructions from supervisors. 2) The discussion meeting between the principal and teachers is democratic in training, reciprocal assessment, and follow-up. A democratic atmosphere can be realized if both parties freely express opinions, do not dominate the conversation, and review all opinions expressed in the meeting. In the end, decisions are made with mutual consent. 3) The target of supervision is centred on the teachers' needs and aspirations within the scope of actual teaching. With this principle, teachers are encouraged to analyze their needs and aspirations to develop themselves. 4) The reciprocal assessment is carried out following careful observation data based on a contract and is carried out immediately. The results of this reciprocal analysis can determine the next plan. 5) The teachers' initiatives and responsibilities must be prioritized at the planning stage, reciprocal assessment, decision making, and follow-up. By transferring as early as possible the initiative and responsibility into the hands of the teachers,

The principles of clinical supervision above affect principals as supervisors and teachers. Also, the principals must pay attention to the supervision techniques. The supervision technique is the method used by the principal as a supervisor in conducting supervision. Supervision techniques can be grouped into two, namely individual and group. The individual technique is supervision aimed individually at a teacher.

On the other hand, the group supervision technique is carried out on a group of teachers. Before conducting supervision, there must be a close relationship between the principals and the teachers. Therefore, the individual observation technique is often done in madrasah supervision.

A principal carries out individual supervision through classroom observation to observe a teacher. Data about the teaching and learning process can be used as the basis for the principal to guide teachers. Things that need to be considered during the class observation process are the class atmosphere, the suitability of the method with the subject matter, the mastery of the subject matter, how to motivate students, students' cognitive, affective, and psychomotor development, and other aspects related to the learning process.

Furthermore, a principal can have discussions and give suggestions to the teacher after the teaching and learning activities are completed. These suggestions are usually presented in a formal meeting. This meeting is deliberately held at a particular time as a follow-up to class observations. This formal meeting aims to improve the teaching and learning process to get a clearer concept of themselves and increase their capacity to learn. Good preparation is needed before the meeting by classifying the data systematically and logically. The principal should be friendly, listen to the conversation seriously and carefully, try to increase the participation of all participants, give suggestions, and record the plans and suggestions.

Analyzing the supervision results is an activity that needs to be done to determine more appropriate coaching steps. It can be done quantitatively or qualitatively. The quantitative method is carried out if the data collected is in the form of calculated numbers. The qualitative method is carried out if the data collected is in the form of words.

Furthermore, the principals' technical competence is a soft-skills (EQ) related to social competence. Social competence is related to other people that can be developed. Besides the competencies to relate to others, soft skills also include a person's relationship with himself. Good soft skills are supported by good right brain performance.

Developing soft skills is different from how to develop hard skills. Soft skills are related to a person's talent, hobby, or character. Soft skills cannot necessarily be obtained during education. A person must have the will to motivate himself to be better, the willingness to introspect himself, and the willingness to listen to criticism or input from the surrounding environment. In short, life experiences play a role in enhancing these skills.

The types of soft skills and examples are generally divided into two categories, namely interpersonal competencies or self-regulate competence. Examples of interpersonal competencies are responsibility, self-control, integrity, and self-confidence. The second category is interpersonal competencies or the competencies to socialize. This competence is related to adapting to others, various knowledge, negotiation, teamwork, and leadership competencies. Therefore, soft-skills development must be comprehensive because we will not socialize well if we cannot socialize with ourselves.

The competency to solve problems and think critically is a core part of soft skills. They are a combination of interpersonal competences and intrapersonal competencies. The problem-solving competencies make a person not work like a machine.

Hard skills are technical competencies that include science, technology, and various other types of competencies related to science. Hard skills are related to IQ and require good left-brain performance. Good soft skills are needed to develop hard skills. It is hazardous if a person develops hard skills without good soft skills. Such people will tend to use their intelligence to fool others and perform destructive actions. The real evidence of the development of hard skills and soft skills is a lazy student (cannot regulate himself), so he will certainly find it difficult to develop his hard skills. Most likely, he will often be late for school or even skipping school. Suppose the students can master their hard skills in a certain field of science. In that case, that knowledge may not necessarily be useful for many people or even can be destructive because it is not based on the values of honesty, critical thinking, and concern for others.

A person's hard skills will generally focus on only one point or one field of knowledge, unlike soft skills, which a person can fully own. The examples are the competencies to play soccer, the competencies to sing, the competencies to count, the competencies to draw, and others. A great soccer player will probably only be good at playing soccer and not necessarily be a great singer, and vice versa. Therefore, hard skills are focused on only one field of knowledge to be developed optimally.

Of the three madrasah principals, the principal of Madrasah Tsanawiyah Negeri 1 South Lampung has good technical competencies, as evidenced by the existing facilities in the madrasah. Madrasah Tsanawiyah Negeri 1 South Lampung has an art studio, a *tahfid* studio, and sports facilities that can produce outstanding students at the district, provincial, and national levels. It is relevant to the theory that hard skills can be developed in a madrasah, university, educational institution, or training course. So, it can be concluded that all types of fields of science are part or examples of hard skills.

Hard skills and soft skills are essential to have in the world of work. Each type of work requires specific hard skills and soft skills. The following is a collection of soft skills and hard skills needed in a balanced way in the world of work. First, a person must have the competencies to communicate to blend in with all co-workers. Second, one must be flexible and not impose his own will in a meeting. Third, one must have the competencies to lead because all organizations need a true leader. Even though someone does not have a leadership position, the competencies to lead must still be owned because everyone is a leader for himself. Fourth is the competencies to motivate oneself or others. This competence is related to one's words. Someone with low motivation will only issue sceptical comments and discourage his colleagues. Fifth is patience because, with exemplary patience, one can reconcile the work environment. These competencies are needed considering the work environment can cause severe stress conditions. The last is the competencies to solve personal problems or organizational problems.

The last is the cognitive competencies of the madrasah principals. The cognitive domain is a domain that includes mental (brain) activities. All efforts involving brain activity are included in the cognitive domain. The cognitive domain has six levels or aspects: knowledge, comprehension, application, analysis, synthesis, and evaluation. The purpose of the mental aspects is to think, which includes simpler intellectual competencies (remembering) up to the problem-solving competencies that require students to connect and combine several ideas, methods, or procedures. Thus, the cognitive aspect is a subtaxonomy that reveals mental activities from the lowest level of knowledge up to the highest level, namely evaluation (Kooontz and O'Donnell: 2016).

According to research data, the principal of Madrasah Tsanawiyah 1 South Lampung has a master's degree. In comparison, the principal of Madrasah Tsanawiyah Negeri 2 South Lampung and Madrasah Tsanawiyah Negeri 3 South Lampung have doctorate degrees. These competencies are requirements that every professional madrasah

principal must possess. Apart from the three competencies above (concept, human relations, and technical), madrasah principals must know teaching and learning and intellectual competencies so that their performance as education leaders and managers can run as well as possible.

### Conclusion:-

Based on the research focus, data exposure, and individual research findings and case analysis, the results of research on madrasah principal's managerial competencies state Islamic junior high school (MTsN) at South Lampung can be concluded. First, in conceptual competencies, madrasah principals can develop various levels of planning, develop the organizations according to the needs, lead madrasah in the context of optimal resource utilization, have the right strategy to improve the performance of education staff and create a conducive atmosphere. Second, the principals' human relations competencies include planning activities with teachers in implementing a program, organizing teacher activities, directing the implementation of activities to achieve organizational goals, and involving teachers in decision making. Third, in terms of teaching competencies, the principals have many competencies, such as mastering the latest learning materials. Fourth, in terms of technical competencies, the principals also have special knowledge in making good use of existing facilities and infrastructure. Fifth, the principals of the madrasah have good cognitive domains, as evidenced by their vision and mission, goals, and work programs.

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