

Managerial Competence of the Principal in Implementing Strategic Management in SMKN 1 Jantho and Al-Mubarkeya, Aceh Besar Regency

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Abstract: The purpose of this study was to determine the formulation of vision and mission and the implementation of strategic management. Data collection techniques are interviews, observation, and documentation. Research subjects are Principal, Teacher, School Committee, and the Industrial World. The results showed that: (1) Strategic management planning begins with deliberation of all school personnel by considering the state of the internal environment and the environment; (2) Implementation of strategic management is carried out by observing the environment by considering the internal environment and external environment, pouring strategies into learning and training programs and implementing the strategies carried out by arranging the organizational structure, implementing industrial work practices, and carry out human resource development; (3) Evaluation or control was carried out by involving all of the school personnel in the short, medium and long terms by using evaluation instruments compiled on the basis of eight national education standards.

Keywords: managerial competence, school principal, teacher performance.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui rumusan visi dan misi serta implementasi manajemen strategis. Teknik pengumpulan data adalah wawancara, observasi, dan dokumentasi. Subjek penelitian adalah Kepala Sekolah, Guru, Komite Sekolah, dan Dunia Industri. Hasil penelitian menunjukkan bahwa: (1) Perencanaan manajemen strategis diawali dengan musyawarah seluruh personel sekolah dengan mempertimbangkan keadaan lingkungan internal dan lingkungan; (2) Pelaksanaan manajemen strategis dilakukan dengan memperhatikan lingkungan dengan mempertimbangkan lingkungan internal dan lingkungan eksternal, menuangkan strategi ke dalam program pembelajaran dan pelatihan serta mengimplementasikan strategi yang dilakukan dengan menyusun struktur organisasi, melaksanakan praktik kerja industri, dan melaksanakan pengembangan sumber daya manusia; (3) Evaluasi atau pengendalian dilakukan dengan melibatkan seluruh warga sekolah dalam jangka pendek, menengah dan panjang dengan menggunakan instrumen evaluasi yang disusun berdasarkan delapan standar nasional pendidikan.

Kata kunci: kompetensi manajerial, kepala sekolah, kinerja guru.

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■ INTRODUCTION

One model of education offered by the government to the community is a dual system education that prioritizes skills (skills), namely through Vocational High School (SMK). Vocational High Schools are believed to be able to produce innovative, creative and productive educational products. Vocational education aims to produce productive human resources, namely human labor, not humans, which is a burden on families, communities, and nations. Thus, vocational education has a very strategic role in the effort to build a productive, prosperous and dignified nation.

Vocational High School is a very strategic secondary education level for national interests as part of nation-build, as well as for the future has a very strategic role because it is the basis for preparing qualified and professional students in their field of work in entering the workforce.

Management of Vocational High Schools in addition to referring to the requirements of Public High Schools must also refer to the requirements of Vocational High Schools. Vocational High Schools are required to meet the requirements for the potential availability of employment and community support. Therefore, the principal as the person in charge must carry out a number of important roles related to the school management process.

Vocational education is a relatively expensive investment, but very strategic in producing Indonesian people who are skilled and skilled in certain fields in accordance with the needs of the people and their nation, especially the needs of the business world and the industrial world (Hamidi & Chavoshi, 2018; Andrews, 2017; Lee, Shiue,, & Chen, 2016). To support the creation of quality Vocational Schools, with quality graduates as expected in the aim of establishing the Vocational School itself, the role of the principal is very important in managing the

school (Muda, 2019; Al-Fraihat, Joy, & Sinclair, 2017; Alsabawy, Cater-Steel, & Soar, 2016).

The principal has a very important task in encouraging the teacher to carry out the learning process to be able to foster the ability of creativity, innovative power, problem-solving ability, critical thinking and entrepreneurial instinct for students as a product of an education system. The Minister of National Education Regulation Number 13 of 2007 concerning Standards for Principals / Madrasah states that "A principal/madrasah must have five minimum competencies, namely personality, managerial, entrepreneurship, supervision, and social.

To support the creation of quality Vocational Schools, with quality graduates as expected in the vocational goals, the managerial competence of principals is very important to facilitate school management (Alharthi et.al., 2017; Mukred et.al., 2016). Based on these facts and in order to support the role of the principal in improving the quality of education in schools, a strong and up-to-date headmaster is needed. Principals in carrying out their duties are expected to be able to guide, be an example, and move teachers in improving the quality of education in schools (Castillo & Lobos, 2017; Liu, 2018; Kohen & Borko, 2019).

Principal leadership is one of the factors that can encourage schools to be able to realize the vision, mission, goals, and objectives of the school through programs implemented in a planned and gradual manner. Therefore principals are required to have strong managerial competencies in order to be able to make decisions and initiatives/ initiatives to improve school quality. Ideally the head conducts scheduled supervision or supervision. The goal is to improve and guide teachers more optimally.

The implementation of strategic management aims to make organizations have

high productivity so that organizational goals are achieved effectively. The principal is a person who has a broader concept that is related to useful goals, and that goal affects schools and society expertise/skills (Liao, 2018; Andellini et.al., 2017).

The managerial competencies possessed by principals in implementing strategic management greatly determine the success of achieving school goals, so that ultimately education goals will be achieved nationally. Based on the description above, the authors are interested in studying through research on managerial competence of principals in the implementation of strategic management in In-State Vocational High School 1 of Jantho and Al-Mubarkeya Vocational High School of Aceh Besar Regency. This assessment is based on the belief that the heads of the State Vocational High Schools have understood the meaning and function of strategic management (Delsah, 2019; Sheikh, 2017).

■ METHODS

This study is in the form of descriptive which is a study that explains the reality of research subjects when examined. Sources are obtained through observation, interviews and documentary analysis. The people studied were principals and teachers at In-State Vocational High School 1 of Jantho and Al-Mubarkeya Vocational High School of Aceh Besar Regency. Selection of data through observation, question and answer, and other physical evidence (documents).

■ RESULTS AND DISCUSSION

Strategic Management Planning

The results showed that the formulation of a vision with deliberation and consensus, all school personnel were involved for deliberation and consensus that the formulated vision could be understood and understood by all school people and be a shared vision, so that between school

principals, boards of teachers, staff and school committees could cooperate sincerely with their respective duties and responsibilities to achieve them in the future. Vision is damaged by considering the state of the internal environment and the external environment both strengths, weaknesses, opportunities, and challenges as well as the development of the region in general so that the formulated vision will be achieved at a later time. In order for this vision to be realized as a guideline for personal and group behavior within the organization, a process and engineering are needed that must be developed through various activities carried out jointly by all organizational personalities.

Effective mission formulation will have a positive impact on improving the organization's personal performance in carrying out various organizational activities. Ideally, the mission formulation must consider various factors such as school philosophy, school goals, needs and expectations, the impact on the economy, and various school development strategies.

In the formulation of the mission of educational organizations, including school organizations, it should be done by considering various factors, such as past experience, characteristics of various activities or professions, conditions of resources, paying attention to customer needs and community expectations, and paying attention to environmental competencies the school is located.

Strategic objectives are the efforts of schools/madrasas to organize various priorities that must be done in achieving the vision that has been proclaimed". Based on the overall description above about the formulation of objectives, it can be affirmed that the objectives must be clearly formulated for one specific goal or target, the goal must be able to measure its achievement, goals must also be able to be

achieved based on existing resources, statement of purpose must have a person in charge, and goals must have a time frame of achievement.

Implementation of Strategic Management

The division of duties and authority of school personnel is adjusted to their respective fields of expertise / skills to produce good personnel performance, because the division of tasks and responsibilities that are not in accordance with the field of expertise/skills will have an impact on the achievement of school personnel and the results are not optimal. The strategic approach in improving teacher performance has moved from the policies and mechanisms of the teacher promotion and reward system as outlined in the Education Human Resources (HR) Performance Standards.

The implementation of the strategy by putting the vision, mission and objectives of the Vocational School into various work programs in accordance with the established organizational structure, describes the various programs through teacher council meetings at the beginning of each school year, the strategy is poured into various adaptive, normative learning programs, productive, and training programs.

Implementation of strategies in learning programs through the preparation of organizational structures, compiling plans for school income and expenditure, implementing learning processes, implementing industrial work practices, and implementing human resource development. The main strategy is the important policies of the school/madrasah that must be taken so that it can be used as a benchmark in making the program. The formulation of an effective school strategy must be through deliberation of all school personnel and adjusted to the vision, mission, and the purpose of schools, In-State Vocational High School 1 of Jantho and Al-Mubarkeya Vocational High School of Aceh Besar Regency must develop their main strategies

related to academic activities in an effort to produce quality and competitive graduates as intended. The progress of a vocational school can be seen the output of how many graduates can be absorbed in the company or DU / DI. Thus the number of vocational school graduates who work is an advanced standard for the absence of a school.

Strategic Management Evaluation and Control

The implementation of evaluation and control is a tool to assess internally correctly and honestly, the overall performance of the school is seen from the 8 National Education Standards whose results are the basis. Evaluation is important in school management because evaluation can be used to check, measure, assess and improve the planning that has been done.

School self-evaluation instruments are compiled on the basis of eight, namely the Content Standards, Process Standards, Competency Standards for Graduates, Standards for Educators and Education Personnel, Standard Facilities and Infrastructure, Financing Standards, Management Standards, and Assessment Standards. These eight standards must be thoroughly evaluated to see the program that has been achieved, the carrying capacity of the institution (school) and the obstacles encountered in realizing the school's vision and mission.

The items of the school self-evaluation instrument are focused on aspects of school life which are the most essential, namely the conditions related to the quality of teaching-learning services. Evaluation is the final activity that the principal must have in seeing the success of school management. That is, the evaluation results are one indicator of the success of the task of a principal in the leadership process.

The results showed that the school committee gave an evaluation of the results of

self-evaluation of schools in Jantho City State Vocational School 1 and Al-Mubarkeya State Vocational School, both short-term evaluations conducted at the end of each semester, mid-term evaluations conducted at the end of each year, and evaluations long term that is done every five years.

Whether or not educational and teaching goals are achieved, efforts need to be made or measures of evaluation or evaluation. Evaluation or evaluation is basically giving consideration or price or value based on certain criteria. The teaching and learning process is a purposeful process. These objectives are expressed in the formulation of behavior that students are expected to have after completing their learning experience.

■ CONCLUSIONS

Strategic management planning begins with the deliberation of all school personnel by considering the state of the internal environment and the external environment as well as regional developments in general.

The implementation of strategic management is carried out with the following stages: (a) observing the environment taking into account the internal environment and the external environment, and (b) formulating the strategy carried out by establishing strategies based on the objectives of the curriculum, putting strategies into the program learning and training programs, (c) the implementation of the strategy is carried out by compiling the organizational structure, preparing a budget plan for school income and expenditure, implementing the learning process, implementing industrial work practices, and implementing human resource development.

Evaluation and control is carried out by involving all school personnel on an ongoing basis both short term, medium-term and long term, school self-evaluation instruments are prepared on the basis of eight national education standards,

short-term evaluations are conducted at the end of each semester, mid-term evaluations are conducted at each end of the year, and long-term evaluations are carried out every five years.

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