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EVALUATION OF MANAGERIAL LEADERSHIP ABILITY OF SENIOR HIGH SCHOOL HEADMASTERS IN SLEMAN

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Abstract - The aim of this study is to find out the ability of managerial leadership of SMA's headmasters at Sleman Regency, Special District of Yogyakarta. The method of this study uses evaluation with strategic survey. The sample of the Headmasters is taken from 4 different SMAs which are considered representing the good, fair and poor categories. Those 4 SMAs are SMA N 2 Sleman, SMA N 1 Pakem, SMA N 1 Depok and SMA N 1 Kalasan. Therefore, the subject of this research is 4 headmasters and 16 teachers which are collected randomly from the four schools. The data collection uses questionnaire technique to assess the managerial ability of the headmasters. The data analysis technique uses descriptive data analytical technique along with evaluation criteria. The result of the study shows that the ability of managerial leadership of the headmasters according to the assessment of 4 headmasters is 1.94 and falls in a very good category. The managerial ability of the headmasters which is assessed by 16 teachers is 1.90 and falls in a good category. Thus, the result of this study shows that the managerial leadership ability of the headmasters at Sleman regency is good according to the self-assessment of the headmasters. The teacher's assessment shows a good result as well.

Keyword: *ability, managerial, headmaster*

I. INTRODUCTION

The research result of Sudarwan stated that one characteristic of education in Indonesia is still not able to show an adequate of work performance. One of the reasons is the lack of the headmaster's role in improving teacher performance due to the lack of effective leadership. The headmasters pay less attention to the progress of teacher performance because of the ability of the learning model that does not take notice on substantive aspects. This phenomenon cannot be denied given the need in reforming national education system involving various somponents systematically (Sudarwan, 2002).

Headmasters' leadership can be an institution machine for the teachers and school's civitas to improve their work culture. The organization's success in achieving the goals that have been set will be highly dependent on the critical role of the leaders (Dufour & Barkey, 2005). Headmasters have leadership ability to influence all parties involved in educational activities in schools, which is to cooperate in implementing the ojectives of the schools (Agus Supriyono, 2012).

Therefore, tom improve the school performance and work culture, it can be done by increasing the ability of headmasters' leadership in terms of learning, organization and managerial (Diwijaya, 2009). School culture is one of the factors that influence the work culture. With a conducive work culture in the school, the studens will achieve satisfactory academic achievement. This good academic performance is what ultimately impact on school improvement optimally. Therefore, the headmasters' leadership is very important for teachers and education personnel to improve their performance (Kumaris, V. 2014).

School leadership is one of the inputs for schools in performing their duties and functions as well as the effect on the process of schooling (Slamet PH, 2001).

Holified & Cline (2007) state that one of the main duties of headmasters is to improve the teachers' performance. This is in line with the statement of Dufour & Barkey (2005) that a success in improving the school depend on the development of profession within the school, and the essential one is the professional development of teachers.

As a leader, a headmaster conducts new approaches in order to improve the school capacity (Husaini Usman, 2010). According to Harold J. Levitt, it is stated that manager or leaders, in one way or another, must influence other people to do what managers want them to do (2005). It can be seen that headmasters as managers in school hold the most important role to achieve the school objectives that has been written in the vision and mission of the schools.

This study focuses on evaluation of headmasters' managerial ability in Senior High Schools. The problems of this study is how good the managerial leadership ability of Senior High Schools' Headmasters. Therefore, the objective of this study is to find out the managerial leadership ability of Senior High Schools' headmasters in Sleman, Special District of Yogyakarta

II. RESEARCH METHOD

The method used is the evaluation of research or survey research evaluation strategy. The sample of this study is 4 Senior High School headmasters that are considered to represent the school category of high, medium, and low. The four schools are SMA N 2 Sleman, SMA N I Pakem, SMA N I Depok and SMA N I Kalasan. Therefore, the subject of this research is 4 headmasters and 16 teachers which are collected by proportional random sampling from the four schools. The data collection uses questionnaire technique to assess the managerial ability of the headmasters. The indicators of managerial ability which are evaluated are the ability in terms of conducting regular meeting regarding school management, providing chances for teachers and vice principal to submit proposals for the development of the school, defining target date for completion of the school program, conducting scrutiny of the programs of the school development, involving the vice principal in preparing the target date for completion of the school program, involving teachers in preparing a target date for completion of the school program, involving educators in preparing a target date for completion of the school program, completing tasks and work in accordance with a predetermined time, doing observation activities in a planned management, developing an evaluation system of school programs, raise the school program evaluation team, raise the monitoring team of the implementation of the school program, conducting scrutiny of the evaluation results, conducting reflection on the results of the implementation of the program, carrying out the follow-up results of the evaluation program, and set up new programs that are considered necessary and qualified. The data analysis techniques used is the descriptive data analysis using evaluation criteria analysis of Nana Sudjana, which is 1-5 converted into 0-2 scale. The criteria are: $> 1.8 =$ very good, $> 1.4 - 1.8 =$ good, $> 1.0 - 1.4 =$ fair, $> 0.6 - 1.0 =$ poor, and $< 0.6 =$ very poor (Nana Sudjana, 2005).

III. RESULTS AND DISCUSSION

In the education activities in the level of school, headmasters are leaders who bring the whole school civitas to the success or failure in the education implementation. In the level of classroom, teachers are the ones who responsible for the improvement of the students' learning. The success of the students' learning is highly affected by the quality of the teachers in the learning process, while the quality of the teachers is also affected by the leadership of the headmasters in operating the school management and the learning process. The better the teacher's performance, the better the students' achievement in learning. The better the headmasters' leadership in operating the school management and learning, the better the teachers' performance in doing the learning process. As a result, the school quality will get better.

This study focuses on the managerial leadership ability of the Senior High Schools Headmasters in Sleman. The sample of this study is SMA N 2 Sleman, SMAN I Pakem, SMA N I Depok, dan SMA N I Kalasan. Therefore, the subject of this study is 4 headmasters and 16 teachers which were taken by proporsional random sampling from the four sample schools. The selection of the four schools was conducted by proporsional sampling that is schools with the level of quality is almost the same but have a clear rank based on the the result of national examination obtained by SMA N 2 Sleman, SMA N 1 Pakem, SMA N 1 Depok, and SMA N 1

Kalasan. The evaluation of the headmasters' managerial ability was conducted on June 2015. The selection in June is intended at least to the reference of development and improvement in the implementation of the principal tasks in the next year.

Table 1. The Result of Headmasters' Self-Assessment towards Managerial Leadership Ability

No	Indicators of Managerial Ability	Score
1	Conducting regular meeting regarding school management	2.0
2	Providing opportunities to the teachers and vice principles to propose ideas of school development	2.0
3	Set a deadline in completion of the school programs	2.0
4	Doing scrutiny towards school development programs	2.0
5	Involving the vice principles in preparing deadline for completion of the school program	2.0
6	Involving teachers in preparing deadline for completion of the school programs	2.0
7	Involving educators in preparing deadline for completion of the school programs	2.0
8	Completing tasks and works with a predetermined time	2.0
9	Doing a planned management activity observation	2.0
10	Developing school program evaluation system	1.75
11	Promoting a school program evaluation team	1.75
12	Promoting a monitoring team of school program implementation	1.75
13	Evaluating the programs together with the evaluation team	1.75
14	Doing scrutiny towards the evaluation results	2.0
15	Reflecting on the program implementation results	2.0
16	Carrying out the follow-up of evaluation program results	2.0
17	Preparing new programs that are considered necessary and qualified	2.0
	Total Score	33
	Mean	1.94

Based on the headmasters' self-assessment towards managerial leadership ability shows that the total score is 33 and the mean of all items is 1.94 which means that the managerial leadership ability of the senior high schools' headmasters in Sleman is very good. Each item of 1-9 obtained score 2 which means very good, items of 10-13 obtained score 1.7 each which means good, and items of 14-17 obtained score 2.0 each which means very good. The total score and the mean shows a very good result. The validation of the headmasters' self-assessment result towards managerial leadership ability is conducted by doing assessment to the teachers every day and has contact with the headmasters directly. The result is almost the same as it shown in the following table.

Table 2. The Result of Teachers' Assessment towards Managerial Leadership Ability of the Headmasters

No	Indicators of Managerial Ability	Score
1	Conducting regular meeting regarding school management	2.0
2	Providing opportunities to the teachers and vice principles to propose ideas of school development	2.0
3	Set a deadline in completion of the school programs	2.0
4	Doing scrutiny towards school development programs	2.0
5	Involving the vice principles in preparing deadline for completion of the school program	2.0
6	Involving teachers in preparing deadline for completion of the school programs	1.82
7	Involving educators in preparing deadline for completion of the school programs	1.76
8	Completing tasks and works with a predetermined time	2.0
9	Doing a planned management activity observation	2.0
10	Developing school program evaluation system	1.64
11	Promoting a school program evaluation team	1.64
12	Promoting a monitoring team of school program implementation	1.75
13	Evaluating the programs together with the evaluation team	1.75
14	Doing scrutiny towards the evaluation results	2.0
15	Reflecting on the program implementation results	2.0
16	Carrying out the follow-up of evaluation program results	2.0
17	Preparing new programs that are considered necessary and qualified	2.0
	Total Score	32.36
	Mean	1.90

Based on the 16 teachers' assessment result which each school was represented by 4 teachers, it shows that the managerial leadership ability obtained the total score of 32.3 and the mean of all items is 1.90. Based on the criteria used, it means that the managerial leadership ability of the senior high schools' headmasters in Sleman is very good. Each of 1-5 items obtained score 2 which means very good, item obtained score 1.82 which means very good, item 7 obtained score 1.7 which means good, Each item of 10-11 obtained score 1.64 which means good, Each item of 12-13 obtained score 1.75 which means good, and each item of 14-17 obtained score 2.0 which means very good. The total score and the mean of the managerial leadership ability of the headmasters fall in a very good category.

If it is wholly-evaluted based on headmasters' self-assessment and teachers' assessment toward managerial ability if the headmasters, the total score obtained is 65.36 and the mean is 1.92. It shows that the headmasters' managerial ability based on those two groups of headmasters and teachers' evaluator is very good. Thus, it can be justified that the managerial leadership ability of senior high schools' headmasters in Sleman is very good. This becomes a basic modal for the improvement of the school quality in order to compete in the national level.

In line with Robinson study (2009) that conducted meta-analysis towards 12 out of 13 researches about headmasters' leadership and the results showed that the effect size of headmasters' leadership had a significant effect towards the improvement of learning quality which resulted on the whole school quality. The effect size of headmasters' leadership towards teachers' performance and learning quality is three times wider than the effect size of transformational leadership. The findings showed that the headmasters' leadership has great influence for the success of the educational programs through the improvement of the functional quality and improvement of learning quality systematically.

According to Harold J. Leavitt (2005), manager or leaders, in one way or another, must influence other people to do what managers want them to do. A leader must have the ability to influence others to do what he or she wants. It means that a headmaster as a manager in school holds the most essential role to achieve the school's objectives that have been written in the vision and mission of the school. In this case, a headmaster who is a leader in school has main tasks in managing the implementation of the school activities. In operational terms, the main duties of the headmaster include empowering the whole resources in order to achieve school's objectives effectively and efficiently.

The result of Herlinger study (2009) which conducted review toward 40 research results about the effect of headmasters' leadership towards school quality showed that the indirect effect was more consistent than the direct one. It means that the headmasters need to concentrate on managerial leadership. The efforts of headmasters to improve students' achievement cannot be done directly but through improvement of teachers' performance. The headmasters must have knowledge about learning theory, instructional and curriculum. Headmasters' managerial leadership is directly related to the improvement of school program quality including programs which are school achievement-oriented.

IV. CONCLUSION

Based on the results and discussion, it can be concluded that as follows. The managerial leadership of the headmasters based on the assessment of 4 headmasters is 1.94 which falls in a very good category. While the managerial ability of the headmasters which was evaluated by the 16 senior high school teachers is 1.90 which falls in a good category. The results are wholly evaluated based on headmasters' self-assessment and teachers' assessment toward managerial ability of the headmasters, the total score obtained is 65.36 and the mean is 1.92. This shows that the managerial ability of the headmasters, based on the two groups that are headmasters and teachers evaluator, is very good. Thus, it can be justified that the managerial leadership ability of the senior high school headmasters in Sleman is very good. This very good result is a basic modal for the school quality improvement of both academic field and other related fields.

V. SUGGESTIONS

Based on the result of this study, there some suggestions formulated as follows.

1. Giving suggestions to the school supervisors to utilize the result of this study in evaluating managerial ability of the senior high school headmasters to improve the functional quality of the school both in academic field and non-academic field.
2. Suggestions are given to the headmasters based on the result of managerial ability assessment obtained, to always improve their ability especially in managerial field.
3. For the future researcher, the result of this research focuses on managerial ability area and still can be developed with the wider research area and the variety of headmasters' leadership ability such as learning leadership and organizational leadership.

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CERTIFICATE

This is to certify that

Lia Yuliana, M.Pd.

has participated in International Conference on Educational Research and Evaluation
"Assessment for Improving Students' Performance"
held by Graduate School, Yogyakarta State University
in cooperation with Indonesian Association for Educational Evaluation (HEPI)
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