

THE EFFECTIVENESS OF PRINCIPAL'S COMPETENCIES IMPLEMENTATION AT SMAN 3 ANDINTERNASIONAL BUDI MULIA DUA YOGYAKARTA

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Submission date: 05-Jul-2018 07:38AM (UTC+0700)

Submission ID: 980463261

File name: jurnal_akuntabilitas_MP_DOAJ_lantip.pdf (402.56K)

Word count: 3035

Character count: 17580

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Abstract

This study aimed to evaluate the effectiveness of principal's competencies implementation at SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta, Indonesia. The research was an evaluation research using the discrepancy model of evaluation. The respondents were vice principals, teachers, as well as administrative officers. The data was collected through the questionnaires, the results of the study showed that the effectiveness of the principal's competencies implementation at SMA Negeri 3 Yogyakarta is: personality competencies 78.84% effective, managerial competencies 82.69% effective, entrepreneurship competencies 78.84% effective, supervision competencies 84.61% effective, and social competencies 86.53% effective, while in the SMA Internasional Budi Mulia Dua was: personality competencies 100% effective, managerial competencies 100% effective, entrepreneurship competencies 100% effective, supervision competencies 96% effective, and social competencies 100% effective. The effectiveness of the principal's competencies implementation of SMA Internasional Budi Mulia Dua Yogyakarta was better compared to SMA Negeri 3 Yogyakarta.

Keywords: *the effectiveness of personality competencies, managerial competencies, entrepreneurship competencies, supervision competencies, social competencies*

Introduction

To be known that education is very important for human being, through education people learn about new things and increase knowledge. Realizing the importance of education, the nation must aim to ensure that each citizen of the nation is educated. As stated in law number 20 year 2003 on Indonesian National Educational System, a national educational system should ensure equal opportunity, improvement of quality, relevance and efficiency in education to meet various challenges in the wake of changes of local, national and global lives (UNESCO, 2011, p. 1).

School principal as a person who plays a very important role on school development and effectiveness, through principal's competencies school can perform the better achievement. In this case, Indonesian government through the Ministry of Education established the new National Educational Law. In this law: No 13 Year 2007 (Depdiknas, 2007), appointed that the school principal needs to have the standards, one of the principal's standards is about standard of competencies which includes: competencies of personality, managerial, entrepreneurship, supervision, and competencies of social.

3 Sharp & Walter (2003, p. 1) explained that the school principal, whether elementary or secondary is the single most important person to a school's success. A successful school must have a strong leader, and the principal is the one who must provide this leadership.

1 Another idea given by Meador (2013) that a school principal is the primary leader in a school building. A good leader always leads by example. A principal should be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, student, and community members. Good leaders stays calm in difficult situations, thinks before they act, and puts the needs of the school before themselves. An effective leader steps up

to fill in holes as needed, even if it isn't a part of their daily routine.

School principal has tasks, responsibilities, and functions to be performed. In this case *Wallace Perspective* (Mendels, 2012, p. 54) introduced five key functions performed by effective school principals: (1) shaping of vision of academic success for all students; (2) creating a climate hospitable to education; (3) cultivating leadership in others; (4) improving instruction; (5) managing people, data and processes to foster school improvement.

Jamali & Prasajo (2013) explained that there is a direct effect of managerial competence of the school principals on the students' achievement.

However, according to the results of the evaluation conducted by in Indonesian educational department of evaluation on the principal competencies, the results revealed that from amount of 250 thousand schools principal in Indonesia as much as 70% of them are incompetent. Based on this evaluation, almost all the school principals are weak in the field of managerial and supervision competencies. In fact, two of those competencies as principal's strength in managing the school well (Direktorat Tenaga Kependidikan, 2008).

Based on that statement, this study aimed to evaluate the effectiveness of principal's competencies implementation at SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta, Indonesia

Research Method

To answer the research questions, the research evaluation was chosen because this research aimed to make the judgment of the effectiveness of school principals' competencies implementation at SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta. In specifically, discrepancy model of evaluation was used in this study.

Discrepancy model is an evaluation model which is used to judge a matter of comparing S (Standard) against P (Performance) from the yields of D (Discrepancy)

information, and so is in this study. The researcher made the judgment of school principals' competencies performance based on the discrepancy information compared to the standard. For better understanding, the following steps were conducted by researcher.

Firstly, research made understanding on the school principal's competencies standard in every competencies and indicators. Then, the instrument was created in order to find the information of school principals' performance based on the standard.

Secondly, the performance of school principals' competencies was collected through research instrument. Then, data on performance was calculated through data analysis in order to find the information (discrepancy) between standard and performance.

Finally, the judgment on the school principal's competencies standard imple-

mentation was made based on the results of standard and performance comparison.

The design of this research will be shown in the following Figure 1.

This research was conducted in SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta, Yogyakarta Special Province, Indonesia. The research was conducted from October to January, in academic year 2013-2014.

Population, data on the effectiveness of principal's competencies implementation was gathered from vice principals, teachers (some of them were also in charge of administrative officers).

Sample, sampling technique was not conducted in this study because researcher took all population as sample. There were 77 respondents, 52 from SMA Negeri 3 Yogyakarta and 25 from SMA Internasional Budi Mulia Dua Yogyakarta.

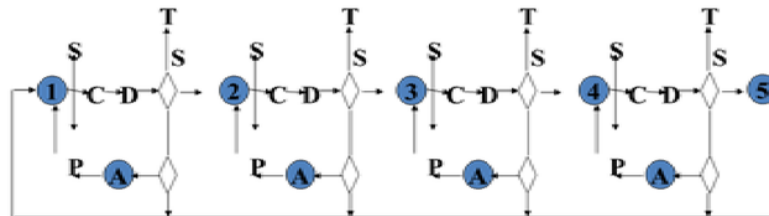


Figure 1. Discrepancy Evaluation Model

Explanation:

S = Standard	A = Alternative
D = Discrepancy	C = Comparison
P = Performance	T = Termination

Variable in this research was designed regarding to the variable from the standard of principal's competencies. Hence, the variables of this research were competencies of personality, competencies of managerial, competencies of entrepreneurship, competencies of supervision, and competencies of socialization. (1) Competencies of Personality: is the behavior and manner of the principal which will bring those principals success in performing their tasks; (2) Competencies of Managerial: is the ability of principle's leadership and

management; (3) Competencies of Entrepreneurship: is the ability of principal to make school staying in up to date, and seeking for school advancement; (4) Competencies of Supervision: is the ability of principal in leading school's academic achievement; (5) Competencies of Social: is the ability of principal in working with other members inside and outside of the school organizations.

Based on the research variables, *Guttman Scale method* was used to measure each variable from its indicators (Yes/No

alternatives). Indicators were the term of statements which are used in research's instrument. For details, it's shown in this following Table 1:

Table 1. Statements Scoring

No	Statement Items	Alternative Responses
1	Positive	Yes
2	Negative	No

Questionnaire approach was conducted to collect the information about the effectiveness of principal's competencies implementation at SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta. In details, the characteristic of the instrument is shown in the Table 2.

Validity, to ensure the validity, the researcher carried out the research instruments validity through these following processes in the Table 3.

Table 2. Characteristic of Research Instrument

Variables	Indicators	Statement Items	Total
1. Personality Competencies	6	1-11	11
2. Managerial Competencies	16	12-47	36
3. Entrepreneurship Competencies	5	48-56	9
4. Supervision Competencies	3	57-72	16
5. Social Competencies	3	73-82	10
Total			82

Table 3. Research Instrument Validity Test Results

No	Competencies Dimensions	Statements Numbers	Results	Total
1	Personality Competencies	1, 2, 3, 4, 5, 6, 7, 9, 10, 13, 15	Valid	11
		8, 11, 12, 14	Invalid	4
2	Managerial Competencies	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, 23, 26, 30, 31, 32, 37, 39, 41, 44, 45, 47, 48, 52, 53, 54, 55, 56, 58	Valid	36
		4, 12, 20, 22, 24, 25, 27, 28, 29, 33, 34, 35, 36, 38, 40, 42, 43, 46, 49, 50, 51, 57	Invalid	22
3	Entrepreneurship Competencies	1, 2, 3, 4, 5, 6, 7, 9, 11	Valid	9
		8, 10	Invalid	
4	Supervision Competencies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	Valid	16
		0	Invalid	0
5	Socialization Competencies	2, 5, 6, 7, 9, 10, 11, 12, 13, 14	Valid	10
		1, 3, 4, 8	Invalid	4
Total			Valid	82
			Invalid	32

Reliability: To be sure of the reliability, the researcher utilized *Cronbach's Alpha* to estimate the reliability of the research instrument; the results were 0.7440 for per-

sonality competencies, 0.7477 for managerial competencies, 0.7727 for entrepreneurship competencies, 0.7613 for supervision competencies, and 0.7542 for socialization

competencies (all of them rated in the high level of reliability). Program SPSS for windows was use in term of showing the reliability of the instrument.

To reveal the effectiveness of principal’s competencies implementation at SMA Negeri 3 and SMA Internasional Budi Mulia Dua Yogyakarta, descriptive statistic was used to describe data by using Program SPSS for windows and Microsoft Excel. In details, the data analysis was conducted as steps below:

First, the frequency (F) and the percentage (%) of the respondents for each statement items were calculated, from the amount of those frequencies and percentages then interpret into the word.

Second, the effectiveness of each variable was calculated by finding the effectiveness. To find this, the formula introduced by Anomous (2012) the steps were conducted as follows:

$$\text{Interval (I)} = \frac{\text{Range (R)}}{\text{Categories (C)}}$$

R = the highest score – the lowest score

C = 2 (Effective/Ineffective)

Then, the assessment categories were known by:

$$\text{Assessment categories} = \frac{\text{The highest scores} - \text{Interval (I)}}{2}$$

Table 4. Interval Results and Categories Assessments

No	Interval Results	Categories
1	Assessment categories score ≥ effective 50%	
2	Assessment categories score < ineffective 50%	

Research Findings and Discussions

Based on the results, the effectiveness of school principals’ competencies implementation at SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta is shown in the figure below:

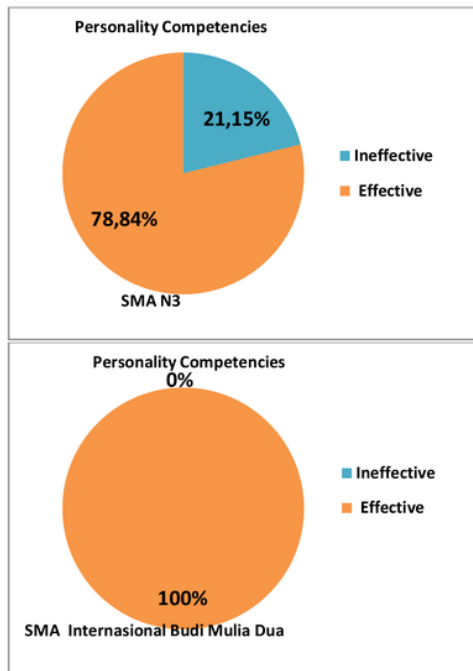


Figure 2. Personality Competencies Effectiveness

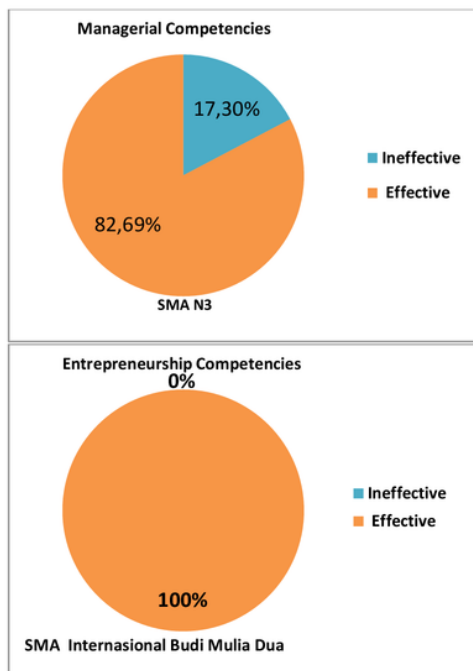


Figure 3. Entrepreneurship Competencies Effectiveness

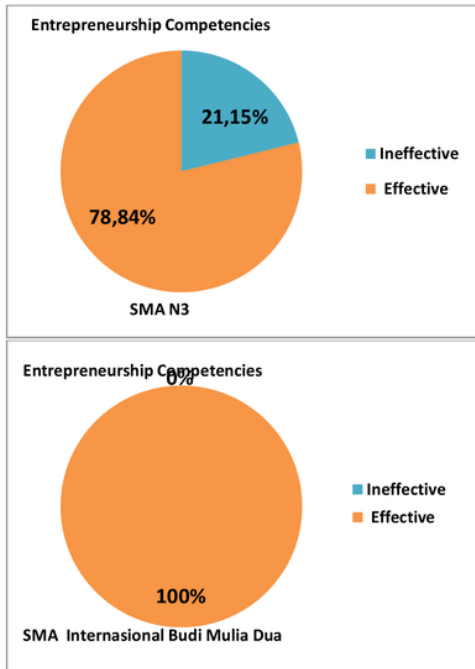


Figure 4. Entrepreneurship Competencies Effectiveness Comparison

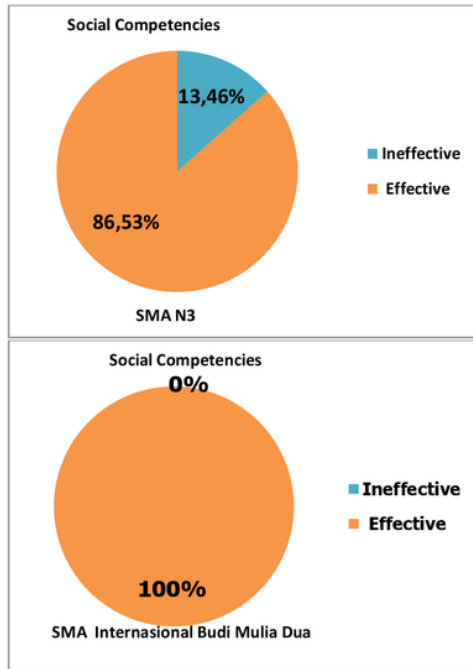


Figure 6. Social Competencies Effectiveness

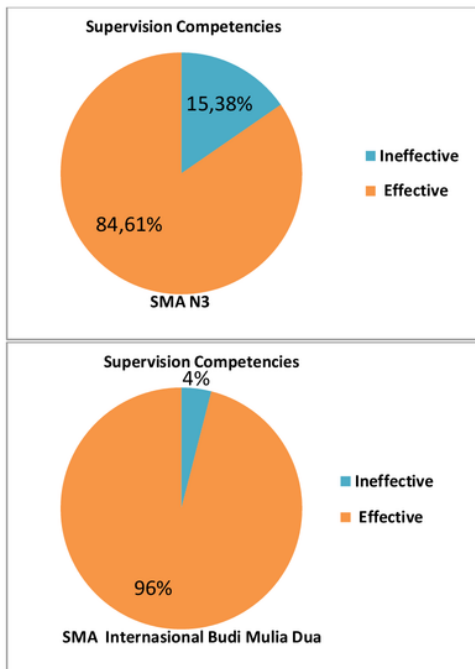


Figure 5. Supervision Competencies Effectiveness

From the figures shown above, the findings and discussion of this research study were:

First, the implementation of personality competencies in both SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta was effective in a whole, but in particular there were some indicators in this competence that could be improved in order to reach better effectiveness.

Second, In general, the implementation of managerial competencies in both SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta was effective. In specific, there were some indicators of this competence is still in ineffective level. It means that the principals could keep improving their managerial competencies.

Third, In overall, the implementation of entrepreneurship competencies in both SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta was effective, but some of indicators remained in ineffective level. Thus, the school principals could improve all the components of

the entrepreneurship competencies in order to get better improvement.

Fourth, In general, the implementation of supervision competencies in both SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta was effective. However, some of the components in this competence remained ineffective. For better achievement, the school principals could keep staying with improvement.

Fifth, In a whole, the implementation of social competencies in both SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta was effective, but the improvement of the social competencies is still needed to be done in order to better schooling.

Sixth, The implementation of the school principals' competencies in SMA Internasional Budi Mulia Dua Yogyakarta was better than SMA Negeri 3 Yogyakarta. However, both school principals could improve their competencies implementation in order to get greater effectiveness.

Conclusion

Based on findings, the effectiveness of principals' competencies standards implementation at SMA Negeri 3 Yogyakarta and SMA Internasional Budi Mulia Dua Yogyakarta Indonesia revealed as follows:

First, The effectiveness of personality competencies implementation of the principal at SMA Negeri 3 Yogyakarta was 78.84% in an effective level and 21.15% was ineffective levels. While in the SMA Internasional Budi Mulia Dua was 100% in an effective level.

Second, The effectiveness of managerial competencies implementation of the principal at SMA Negeri 3 Yogyakarta was 82.69% in an effective level and 17.30% was ineffective level. While in the SMA Internasional Budi Mulia Dua was 100% in an effective level.

Third, The effectiveness of entrepreneurship competencies implementation of the principal at SMA Negeri 3 Yogyakarta was 78.84% in an effective level and 21.15%

was ineffective level. While in the SMA Internasional Budi Mulia Dua was 100% in an effective level.

Fourth, The effectiveness of supervision competencies implementation of the principal at SMA Negeri 3 Yogyakarta was 84.61% in an effective level and 15.38% was ineffective level. While in the SMA Internasional Budi Mulia Dua was 96% in an effective and 4% was in ineffective level.

Fifth, The effectiveness of social competencies implementation of the principal at SMA Negeri 3 Yogyakarta was 86.53% in an effective level and 13.46% was ineffective level. While in the SMA Internasional Budi Mulia Dua was 100% was effective level.

Sixth, The effectiveness of school principals' competencies implementation at SMA Internasional Budi Mulia Dua was better than SMA Negeri 3 Yogyakarta.

According to the research findings revealed above, the researcher made some recommendations as follows:

For the school principal of SMA Negeri 3 Yogyakarta, first, The School principals should maximize in implementing her personality competencies, especially in terms of discipline and open minds in implementing the task.

Second, The School principals should utilize her managerial competencies, especially in terms of developing a formal structure of effective and efficient school and applying conflict management.

Third, The School principals should maximize her entrepreneurship competencies, especially designing innovation and creating creative ideas for the development of school.

Fourth, The School principals should utilize her supervision competencies, especially formulating the academic supervision techniques and implementing academic supervision based on the needs and real problems faced by teachers.

Fifth, The School principals should maximize her social competencies, especially in terms of involving religious leaders, communities, and governments to solve the problem.

For the school principal of SMA International Budi Mulia Dua Yogyakarta, The School principals should maximize her supervision competencies, especially put together a program of academic supervision, formulate the academic supervision techniques, and outline the purpose of academic supervision.

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