

MANAGERIAL COMPETENCY OF THE PRINCIPAL IN SMA BANUA KALIMANTAN SELATAN BILINGUAL BOARDING SCHOOL

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ABSTRACT:

To improve the quality of human resources, the principal must manage human resources in schools. Well-organized resource management will achieve educational goals. Managerial competence is part of the principal's requirements that must be met. It is the principal capital in achieving the goals of education as a whole. This research is field research with a qualitative approach. The focus of this research is the managerial competence of the principal at the SPK (School of Cooperation Education) SMA Banua Kalsel Bilingual Boarding School in South Kalimantan. The results showed that the principal had managed human resources well. Schools can realize their vision and mission according to the objectives of the school initiated by the South Kalimantan government, namely the availability of excellent schools that can deliver outstanding students at national and international levels, and graduates can continue to the next level both at home and abroad.

ABSTRAK:

Dalam rangka mencapai tujuan pendidikan yakni meningkatkan kualitas sumber daya manusia, maka kepala sekolah harus mampu dalam mengelola sumber daya manusia di sekolah. Pengelolaan sumber daya yang terorganisir dengan baik akan mewujudkan tercapainya tujuan pendidikan. Kompetensi manajerial merupakan bagian dari syarat kepala sekolah yang harus dipenuhi. Hal itu merupakan modal utama dalam mencapai tujuan pendidikan secara utuh. Penelitian ini merupakan penelitian lapangan dengan pendekatan kualitatif. Adapun yang menjadi fokus pada penelitian ini adalah kompetensi manajerial kepala sekolah di SPK (Sekolah Pendidikan Kerjasama) SMA Banua Kalsel Bilingual Boarding School yang ada di Kalimantan Selatan. Hasil penelitian menunjukkan bahwa

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kepala sekolah telah mengelola sumber daya manusia dengan baik. Sekolah dapat mewujudkan visi dan misinya sesuai tujuan digagasnya sekolah oleh pemerintah Kalimantan Selatan, yakni tersedianya sekolah yang unggul yang bisa menghantarkan para siswa berprestasi di tingkat nasional dan internasional, serta lulusannya dapat melanjutkan ke jenjang selanjutnya baik di dalam maupun di luar negeri.

Kata Kunci: *Sumber Daya Manusia, Kepemimpinan, Kompetensi Manajerial.*

INTRODUCTION

Education is an essential part of improving the quality of human resources, so improving the rate can positively impact the standard of living of humans as individuals and social beings. It is also stated in "Law No. 20 of 2003 concerning the National Education System" that education is essential for human life in developing all its potential (Amin, 2017; Rodliyah, 2019).

The management of human resources in educational institutions must be carried out correctly. To be able to manage these human resources, a leader is needed, namely the principal who has some competencies as stated in "Regulation of the Minister of National Education No. 13 of 2007 concerning the standards of principals/madrasahs in the form of personality, managerial, entrepreneurial, supervisory, and social competencies".

The five competencies mentioned above must be fulfilled and adequately understood as a requirement to become a school principal as an essential element for achieving the success of the education implementation process. The primary responsibility of the leader or principal is high sincerity or commitment so that the school's vision and mission can be adequately achieved. In addition, the principal must also be visionary or look far into the future by empowering all existing resources (Ismuha et al., 2016; Rosalina, 2013; Sumarto, 2017)

A leader in an educational institution is fully responsible for implementing the job description inherent in his position as a school principal. In every activity, the principal is the first role model for all school members, so it is appropriate that the first thing that must be fulfilled is "personal competence." We can observe from the reflection of his attitude and way of implementing the utilization or empowerment of resources, then also his excellent character and morals to the school community, having high integrity as a leader. Various other



skills characterize each leader so that the goal of all it is to lead to the success of the school he leads (Ihsani et al., 2020; Sodiah & Nurhikmah, 2017).

Improving the quality of human resources in educational institutions is primarily determined by the principal, who has a top role. As the institution's leader, the principal is a person whose personality is a role model for all stakeholders. For example, in terms of time discipline, there is a correlation between the sentence carried out by the principal and the occupation carried out by all school members (Yasin & Mustafa, 2020). Being a school principal, of course, must have high professionalism as an "educator, manager, administrator, supervisor, leader, innovator, and motivator, commonly abbreviated as EMASLIM." The principal, as a manager, plays a role in carrying out school managerial activities from planning, organizing, implementing, and evaluating. In carrying out these activities, the principal must empower existing human resources appropriately in various school activities (Khairah, 2018).

The principal is the top leader with all his responsibilities. Through the empowerment of existing resources in schools, all parties led by the principal must continue to make new ideas and breakthroughs, commonly called "innovations," to support school success. The skills to carry out new ideas and breakthroughs will provide full support for the managerial competence of the principal optimally in empowering all existing resources (Siregar et al., 2020). Still, all school members must also have their respective duties and responsibilities for the sustainability of the school, including educators, in terms of maximizing themselves according to their competencies and qualifications in developing all the potential that exists in students to excel and noble personality (Diantoro et al., 2020; Elfrida et al., 2020; Soedarmo & Herman, 2017).

The success of an educational institution is the sweet fruit of managing human resources and empowering all the resources in it because these resources are the primary capital in developing an educational institution. To achieve the goal of implementing the educational process, namely improving the quality of human resources, the management of human resources needs to be carried out properly by the principal as a manager. Through the managerial competence possessed by the principal as a manager, it is expected to be able to deliver the achievement of the school's vision and mission well (Fauzi, 2020; Haryono, 2014; Matondang & Daulay, 2018; Nurdin, 2015; Satyawati et al., 2016).

The school's vision and mission will be easily realized if the educational institution pays attention to and maintains its quality through a quality assurance system, both from the government and the educational institutions themselves (Fitrah, 2017; Hamengkubuwono, 2017; Ikhsannudin & Pakpahan, 2021). The performance of education and education personnel also needs to be an essential concern so that the process of achieving the goals goes well. However, in the process, some obstacles can be overcome immediately. In addition to teacher performance, everything related to the management of school resources needs to continue to be considered, from planning to monitoring and evaluation carried out by the principal with other authorized parties (Subaidi, 2020; Wardani et al., 2020; Warmansyah, 2020).

In a previous study conducted by (Ismuha et al., 2016), that the programs to improve teacher performance are preparing learning planning tools, developing educators and education staff according to needs, improving services in encouraging learning activities, planning and carrying out a follow-up on the results of evaluating the implementation of learning activities. The results of research conducted by (Rahmi, 2019) showed that the managerial expertise of the head of SMA Negeri 2 Lhoknga consists of educator, administration, leader, supervisor, manager, and motivator. The implementation went well according to the existing tasks and functions, from planning to evaluation sessions. However, the work ethic of the education staff has not run optimally due to two factors. Namely: (1) internally related to cultural diversity, educational background, economics, and social (2) externally related to work wages, work climate, attitude cultivation, and time required and owned by education personnel. The results of the research (Purnami et al., 2020) identify democratic and professional leadership strategies of school principals in enforcing school-based management in curriculum development, employment, student affairs, and infrastructure.

SMA Banua Kalsel BBS was initiated by the local government of South Kalimantan, which is committed and agreed to send high-achieving regional sons and daughters to make the region proud in realizing a better education in South Kalimantan. Through this research, the researcher aims to explore one of the principal competencies, managerial competence, at SMA Banua Kalsel Bilingual Boarding School. In this case, this school is a school whose implementation uses the "Cooperation Education Unit (SPK) system in collaboration with Amity



College Australia, which initially collaborated with the Pacific Nations Social and Economic Development Association (PASIAD) Turkey."

METHODS

The method used in this research is descriptive qualitative, namely research that is intended to describe the phenomena that occur, both in the form of natural and artificial, and can be said to be descriptive research. These phenomena can be activities, characteristics, conditions, changes, similarities, bonds, and comparisons between several phenomena (Sugiyono, 2019; Sukmadinata, 2017).

In this study, the primary information collection technique used written interview notes addressed to informants, and the data obtained were qualitative. After that, the interviews' results can be validated by employing observation or re-information of interview answers to informants or other people who understand the problem under study (Sugiyono, 2019). This study's data sources were principal informants, student affairs, academic and institutional divisions, administration, and supporting document data at SMA Banua Kalsel Bilingual Boarding School.

FINDINGS

The principal at SMA Banua Kalsel Bilingual Boarding School carries out its duties and responsibilities based on "South Kalimantan Governor Regulation Number 10 of 2011 concerning the organization's formation and working procedures of SMA Banua Kalsel and also based on the MoU SPK for foreign workers". In the description of his duties, the principal must formulate school development plans and programs, foster students, learning, and human resources, and administer and carry out supervision. Based on this, the human resources, namely educators and education staff at the school, consisting of educators from local and some foreign educators, have been appointed by the organizers of the collaboration, namely Amity College Australia.

Until the 21st century, the principal is the primary agent in the process of reform in the world of education. Especially in the face of the 21st century, principals must maximize their competencies in leading and empowering all resources in an educational institution (Hidayat et al., 2019). It follows "Government Regulation No. 13 of 2007 concerning Standards for

Principals/Madrasahs related to the five competencies that school principals must possess as shown in the following table.

Table 1. The Competencies of School Principals

Personality	<ul style="list-style-type: none"> • Noble Morals, Developing Noble Moral Culture and Traditions, and Becoming a Noble Moral Example for the Community at School • Have Personal Integrity As a Leader • Have a strong desire for self-development as a school principal • Be Open In Carrying Out Main Duties and Functions • Self-control in dealing with problems at work as a school principal • Have Talent & Interest in Position as Education Leader
Managerial	<ul style="list-style-type: none"> • Making Plans • Developing School • Optimally Leading the School • Managing Change • Creating a Conducive and Innovative School Culture/Climate • Optimally Manage Teachers and Staff • Managing Facilities and Infrastructure • Managing Public Relations • Managing Students • Managing Curriculum Development • Managing School Finances • Managing Administration • Managing Special Service Units • Managing School Information Systems • Utilizing Advances in School Information Technology • Conducting Monitoring, Evaluation, and Reporting on School Implementation
Entrepreneurs hip	<ul style="list-style-type: none"> • Creating Useful Innovations for School Development • Work Hard To Achieve School Success • Have a strong motivation to succeed in carrying out their primary duties and functions as school leaders • Never Give Up and Always Looking For The Best Solution In Facing Obstacles Faced By Schools



	<ul style="list-style-type: none"> • Have an entrepreneurial instinct in managing school product/service activities as a source of learning for students
Supervision	<ul style="list-style-type: none"> • Planning Academic Supervision Programs to Improve Teacher Professionals • Carrying out Academic Supervision to Improve Teachers • Follow-up on the Results of Academic Supervision of Teachers in the Context of Increasing Teacher Professionalism
Social	<ul style="list-style-type: none"> • Increasing Cooperation with Other Parties for the Interest of the School • Participate in Community Social Activities • Have a social agreement with other parties

The planning process refers to the school's vision, described later through its missions. In compiling or formulating school plans, the SMA Banua Kalsel Bilingual Boarding School principal is to refer to the section work plan and the previous year's work program as guidelines. The work plan is related to student affairs, curriculum, administration, and so on, following the existing education system in the school.

It can be said that the success of an educational institution is closely related to the success of a school principal in planning work programs that will be implemented in the future. It is in line with the principal's position as a manager with managerial competence, which of course, must be synergized with his skilled leadership ability in terms of planning as the first step in the management process. It is also stated that planning is the process of deciding which program to run and the number of resources to be allocated, both in the form of infrastructure and human resources who are responsible for implementing it (Musolin, 2019; Priyambodo & Hasanah, 2019).

The initial goal of the SMA Banua Kalsel Bilingual Boarding School by the Governor of South Kalimantan for the 2005 period was to send high-achieving regional sons and daughters to become the pride and be able to provide progress in their area. In this case, the school principal intensively coordinates with the local authorities. Through his managerial competence, the principal is also responsible for developing the school organization according to his needs. So

matters relating to this school are the government's responsibility in procuring its resources. The principal and his staff are then tasked with managing it.

A study stated that the initial planning to see the potential of human resources must be entirely prepared. Then also, the process depends on a need for current educational developments, which continue to change following the times. In this case, the principal as a manager must wisely analyze the needs of schools that adapt to current developments, such as the massive inclusion of technology in digital-based educational activities (Ekasari et al., 2021). Quality learning is also the impact of the magnitude of the influence of the principal's competence. So every principal needs to strengthen their managerial competence to improve school learning quality (Juanda & Suharto, 2021).

Principals play a significant role as leaders in creating an educational atmosphere and ensuring that students continue to receive meaningful learning (Rahman & Subiyantoro, 2021). To achieve school goals that have been set as stated in the school's vision and mission, the principal must utilize school resources optimally (Umam, 2020). In carrying out his duties, the Head of SMA Banua Kalsel Bilingual Boarding School is assisted by all school stakeholders through their job descriptions. Some of them are the heads of Academic and Institutional Affairs who lead sub-sections in academic and learning activities, following technical instructions to implement their duties smoothly. Then there is also the Head of Student Affairs, who leads the sub-section in student affairs activities per technical instructions for carrying out their duties. Also, the Head of the Administrative Subdivision leads the sub-section in administrative activities per technical instructions and for the smooth implementation of his duties.

In addition to organizing education in the form of learning held at 07.45-14.55, Banua Kalsel High School is also a school that implements the Boarding School System or boarding school system for all students consisting of male dormitories and female dormitories. The principal manages the system in the dormitory, assisted by both male and female dormitory supervisors, in which there are rights and obligations that the hostel supervisor must fulfill. These rights and obligations are contained in the SPK Manual for SMA Banua Kalsel BBS, where the teacher should set an example for students in the form of exemplary, disciplined, and so on. In addition, the hostel supervisor is obliged to



reprimand and remind if there are students who violate discipline in the dormitory.

Educators with quality performance can work optimally, positively impacting educational institutions, especially student achievement (Habibi, 2015; May et al., 2020). In the context of students' self-development, SPK SMA Banua Kassel BBS also carries out curricular and extracurricular activities in a balanced, harmonious manner following "Permendikbud No. 62 of 2014". Several extracurricular activities can be observed, which are mandatory and optional, as compulsory extracurricular activities such as marching band, PBB, scouts, and the opportunity for the school to utilize trainers or mentors from outside the school. Meanwhile, the school uses the teachers as mentors for extracurricular and intra-curricular activities such as the Olympics.

DISCUSSION

The principal is responsible for regulating and managing existing resources in an educational institution. Because what was the initial goal of the Banua South Kalimantan BBS High School was to bring local children to achieve and excel. Several studies state that if the school, both under the auspices of the foundation and the government, does not manage its human resources properly, various problems can disrupt the course of the education process at the school. Each school must have its characteristics in making "branding" in the community, so parents will be interested in sending their children to school if the school can provide the best service to users of educational services,

Based on the following research, it is stated that several serious problems occur that impact the school's sustainability, such as the foundation which initially oversees a school, its management being unclear, and neglecting its responsibilities. Then in terms of school input, less attention and a lack of expertise from the school in finding and managing funding sources. It has an impact in terms of quantity, both educators and educational staff, which are not fulfilled as expected. As a manager, the principal deals with these problems and then take steps to provide solutions so that the school can continue to grow. The thing to do is to solve the foundation's affairs, then fix the school inputs (Baryanto, 2017).

In the face of constantly changing conditions, especially in the world of education, school principals certainly need to prepare everything the face of these changes. Previously we knew such a thing as the International Standard School Pilot (RSBI). Still, after eight years, through the Constitutional Court hearing on Tuesday, 8 January 2013, a policy was issued regarding the abolition of international-based schools. The Constitutional Court considered international standard schools contrary to the 1945 Constitution. The constitutional court's decision then impacted schools and public institutions, especially parents of students, because before this decision was issued, teachers and parents had their pride in joining schools with RSBI status (Supriyanti, 2017).

SMA Banua Kalsel BBS, a school with a Cooperation Education Unit (SPK) system, has also changed due to various policies. The change is that the school previously collaborated with the Pacific Nations Social and Economic Development Association (PASIAD) of Turkey and is currently collaborating with Amity College Australia. However, this did not provide a change that significantly impacted the school administration process because of the strong commitment of the principal and the community, which the government supported in maintaining the initial vision and mission of the school's idea.

Any changes that occur in the world of education are to lead to the development of educational institutions so that they can be effective and of good quality. The principal's managerial competence in managing change and development is to create effective and efficient learning. In addition, principals must create a conducive and innovative culture and climate in schools. "School organizational climate is a characteristic of the overall school environment which includes: physical environment, social environment, social and cultural systems" (Nurdin, 2015).

A conducive culture and climate are closely related to the interaction between the principal and the teacher, vice versa, and the surrounding environment. It is also relevant to the competence of school principals in managing and utilizing teachers, students, school finance, administration, infrastructure, cooperation with various related parties, and other matters relating to the school management process. The principal, in carrying out his duties and responsibilities, of course, the goal is for activities in the school to run



in a conducive manner so that effectiveness and efficiency can be achieved. Still, all this will be realized optimally if all school members are committed to working together and continue cooperating and supporting various related parties (Fauzi, 2020).

Changes in the organizational structure at SMA Banua Kalsel BBS are certainly a good thing because changes in the structural positions of civil servants are also dismissed because of retirement. It is necessary to continue to adjust so that they do not interfere with the culture and climate conducive to learning in schools. The teaching and educational staff at the school come from government employees and honorary and foreign educators who each authorized party recruits. For government employees who carry out the authority for placement and replacement is the Regional Personnel Agency, then for honorariums, it is the authority of the school. And for foreign workers, it is the cooperative institution's task to provide for them.

Regarding the structural changes, the researchers found that the principal also recently served to replace the previous principal. The administrative head was also a new employee from the government, a substitute for the last leader of the subsection who retired, and several teachers and other staff. Education is also unique. However, the right step in this policy is that the government does not allow any vacant positions, especially in terms of leadership and sub-section heads, besides that from the school if it is necessary to add honorary employees. It is also because each employee at the school already has their respective duties and responsibilities. Immediately carry out the recruitment and selection stages.

SMA Banua Kalsel BBS, which has a land area of 12 hectares in terms of funding, is fully charged to the South Kalimantan Provincial Budget so that all education and care costs are free or not borne by the student's parents. The students at the school are selected from various SMP/MTs schools in Kalimantan and have gone through a long stage so that they can be declared graduated and can take part in learning there. Student activities are carried out entirely in the school environment, including dormitories. It can be seen from the activities arranged in the student's daily schedule, from waking up to going back to sleep.

The principal and the authorities are responsible for managing student activities so that the schedule for students is very proportional between teaching

and learning activities and taking breaks. Students at the school are tasked with studying as well as possible because there are respective officers in cooking and washing activities. In addition, in terms of order and discipline in the dormitory, the hostel supervisor is assisted by several students who serve as room leaders. So, it is very natural that all students who graduate from SMP/MTs want to study at SMA Banua Kalsel BBS, which is not only free of charge but also proven to be outstanding and superior to their students.

School funding is sourced from the South Kalimantan government APBD funds, so school principals must wisely manage existing resources. The SMA Banua Kalsel BBS facilities are complete and adequate in supporting student teaching and learning activities. The local government is very concerned about procuring facilities at the school and also based on the school agreement with the cooperative regarding equipment and supplies purchased, imported, or provided by the cooperation party. Will become the property of the school solely to administer the SPK. Complete and adequate facilities must be properly maintained and cared for by all school members so that the learning process can continue to run well (Wagithunu et al., 2014).

The achievements are also very numerous, such as the National Science Olympiad (OSN) competition in the fields of astronomy, biology, geography, chemistry, computers, mathematics, economics, physics, and geoscience, one of which won a gold medal in the field of geoscience in 2016. Then in the same year, students who won the OSN championship had the opportunity to participate in international OSN training. Of course, many other achievements are achieved by students at the school, from the district, provincial, and national to international championships, namely the ISPO competition in Georgia, by winning a silver medal. All student achievements have been archived and well-managed since the establishment of the school until now,

Management of students and teachers is the duty and responsibility of the principal following his managerial competence because students with the achievements they have achieved are certainly the output of the school system that is managed well by the school community. Regarding the training and development of teachers at SMA Banua South Kalimantan BBS, the principal, as a manager, involves him in weekly, monthly, and semester activities. In addition, there are other activities organized by the school to adapt to developments and



changes that occur in the world of education, for example, utilizing advances in technology and information.

The training and development carried out by SMA Banua Kalsel BBS for teachers are not only based on the above. Some teachers attend training organized by the government, such as the "ministry of education and culture," and so on. The holding of training for teachers, due to the evaluation of student learning, may be found a decrease in student learning outcomes, then related to input and suggestions from students to adjust or innovate in terms of teaching. Based on the principal's evaluation results, academics also follow government regulations that must be implemented.

Monitoring and evaluation carried out by the principal of all matters relating to the school education process are carried out in stages following their primary duties and functions. However, it can also adjust to the circumstances so that it is carried out without being previously scheduled, which is conditional or not routine. Then impromptu supervision (was dark) or with a prior and designed notification system so that the supervised party can prepare everything properly.

CONCLUSION

Success in providing education will determine the output of quality human resources so that their standard of living also increases. The management of resources carried out by the principal at SMA Banua Kalsel BBS, seen from his managerial competence as a manager, has been carried out well. There are 16 components of the principal's managerial competence must be implemented by empowering existing resources.

All school members, namely the principal, educators, and education staff, have their respective duties and responsibilities in running the organization's wheels in an educational institution. The human resources at SMA Banua Kalsel BBS, which are government employees, and honorary and foreign workers, are fully responsible for and cooperate in realizing the school's vision and mission.

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