Research Article

An Inquiry into the Managerial Competencies of Islamic Senior High School of *Nurul Islam* Principal at *Mataram*, West Nusa Tenggara

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Abstract

This study aimed at investigating the key management competencies of Islamic Senior High School *Nurul Islam* West Nusa Tenggara, how the managerial competence of Nurul Islam principal in term of planning, organizing, leading, and controlling also the teacher conception regarding to the issues. In doing so, the study applied qualitative design of case study model. The data gathered through semi-structured interview by involving the principal and one teacher. The zoom meeting platform was utilized to interview the targeted principals. The data were interpreted by applying inductive content analysis technique. Align with the result of data interpretation, having clear and measurable vision and mision, having good teaching and learning program, having criteria for efective learning environtment, involving four frame of leadership style, excuting good administration management process and control are the array of aspects that should be considered by a principle in conducting management in Islamic Senior High School of Nurul Islam.

Keywords

inquiry; managerial competence; principal; Islamic; senior high school

Introduction

Managerial competencies play very significant interfearence toward the school improvement As it was emphasized by Hoque et al., (2011) that the strategic planning model belong to a school principal significantly contributed a positive effect on a school improvement, therefore school principal should equip their personality with high managerial competencies. Managerial competencies dealing with the managerial issues paraticularly, basic function of managers. As it has been delineated by Griffin (2001) that the basic function of managers include planning and decision making, organizing, leading, and

controlling. Therefore, this study aimed at investigating perception toward managerial competence of the Senior High School principals in the matter of school activities planning, leading, organizing and controlling.

In point of fact, a principal plays a very prominent ledership position in a school, therefore; it has to be determined through some considerations. Principal is also an educator or a functional staff educator mandated with the task to lead a school, to organize teaching and learning activity and, to construct interlinkage between instructors who provide the input meanwhile the learners who accept it. As it has been postulated in *Permendikbud* No. 6 Year 2018 dealing with the assignment of teachers as head of school. It has been delineated clearly for whom will be nominated becoming a principal should be determined systimatically through particular procedures and should fulfill definite competence such as academicals competence, teaching experience, leadership and supervision skills.

In similar circumstances Griffiths and Enrique (2015) claimed that competencies refer to essential elements to describe what is crucial in describing complex and cognitive leadership and life roles as a whole. Yinger, M. and Gunner, D. (2017) stated that a leader should possess complete personal competencies that include communication, leadership, management, cognitive skills, effectiveness, and professionalism. They mutually influence the behavior of individuals in the implementation of tasks and improve the work of individuals and organizations. School leadership competency refers to the ability or skill in performing tasks and responsibilities as a school leader (Ananiadou & Claro, 2009; Bolden, Gosling, Marturano, & Dennison, 2003; De Vos, De Hauw, & Van der Heijden, 2011; Katz, 2009; Sherehiy, Karwowski, & Layer, 2007). It is absolutely not enough for a principal to just understand the vision and mission of the school; he or she must have good integrity coupled with a set of competencies necessary to properly carry out the duties and responsibilities as a principal.

Additionally, the main leadership competency is a set of technical skills in performing the tasks as a manager of the Islamic senior high school to use all available resources to achieve the goals effectively and efficiently (Ashlan, 2017; Kasturi, 2017; Sabandi, Anisah, & Rusdinal, 2018; Tanjung, Azmi, & Siahaan, 2017). According to Zwell (2000), leadership competencies are competencies that relate specifically to the management, supervision, and development of people. Meanwhile; Managerial competence is a set of technical skills that the principal must possess when performing the tasks as a manager. Many researches indicated that managerial competence has a strong influence on teachers' performance. Qualified teachers are determined by the managerial skills of the principal. Many schoolars talk about all the managerial skills of the principal, among them are (Aarons, 2006; Anwar, 2003; Lunenburg & Ornstein, 2011; Usman, 2009; Wahyudi, 2009). Whereas; Managerial skills that the principal must possess are: 1) Technical skills. Technical skills are closely related to the ability to use the tools, procedures, methods, and techniques in a proper management activity (working with things). 2) Conceptual Skills. Conceptual skills are mental skills to coordinate and integrate all the interests and activities of the organization. In other words, these conceptual skills are related to the ability to create a concept (work with ideas) about various things in the institution he manages. 3) Human relations skill. The human relations skill is the ability to create and maintain good relationships, understanding and encourage others so that they work voluntarily, that there is no coercion and more productive (work with people). 4) Leadership skills, namely leadership and cultural symbolic leadership. Symbolic emphasizes leadership and model implementation of employees.

On the other hand, Cultural leadership emphasizes the importance of the principal to believe and trust the value. All leadership skills needed by the principal in organizing to achieve the mission and goals through consensus with the teachers of the Islamic senior high school . 5) Design Skills. Design skills are the ability to solve problems to find the benefit for the organization. Murniati & Usman (2009) also offer five types of skills that a manager needs, namely: (1) cultural flexibility; (2) communication skills; (3) human resource development skills; (4) creativity; and (5) self-management of learning. The areas of leadership competency of the Islamic senior high school school manager are related to its planning,

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organizing, leading, implementing (actuating), and controlling. Certo & Certo (2015) stated that planning is the process of determining how the organization will get where it wants to go and what it will do to achieve its goals. Gomez-Mejia , Balkin, & Cardy (2012) stated that planning is a process that helps managers set goals for the future and map the activities and means to achieve those goals. Planning here is the systematic development of Islamic senior high school h action programs aimed at achieving agreed upon Islamic senior high school h goals by the principal.

On the one hand, the organizing function is extremely important to the management system because it is the primary mechanism managers use to activate plans. Organizing creates and maintains relationships among all organizational resources by specifying which resources should be used for particular activities and when, where, and how they should be used. Thorough organizing helps managers minimize costly weaknesses such as duplicated efforts and unused organizational resources (Anggraeni, 2017; Barkah, 2017; Hapsari, 2016; Rahayu, 2016; Salim, 2017; Sodiqin & Nurdin, 2017). Organizing in this research, Islamic senior high school principals have a mandatory to organize academic calendar, teaching schedule, teachers' duties and Islamic senior high school activities program.

In addition, the organizing function is extremely important to the management system because it is the primary mechanism managers use to activate plans. Organizing creates and maintains relationships among all organizational resources by determining which resources should be used for specific activities and when, where, and how they should be used. Thorough organizing helps managers minimize costly weaknesses such as duplicated efforts and unused organizational resources (Anggraeni, 2017; Barkah, 2017; Hapsari, 2016; Rahayu, 2016; Salim, 2017; Sodiqin & Nurdin, 2017). Organizing in this research, Islamic senior high school principals have to organize a mandatory academic calendar, teaching schedule, teacher assignments, and Islamic senior high school activities program

Converting or actuating is a basic function of management. Hariandja (2002) stated that actuation means making all the members of the group want to achieve the goals of the company and the members and strive to do so because the members want to achieve those goals. Actuation tasks are related to aspects of Islamic senior high school management. They are manager of students, teachers, personnel, finance, public relations, facilities, specific services, clerical work and curriculum and learning. Controlling is a function of four functions of management. Kerzner & Kerzner (2017) stated that controlling is the monitoring of organizational progress toward goals. Hitt, Ireland, & Hoskisson (2001) said that controlling as regulation of activities and behaviors within the organization is adjustment or conformity to specifications or goals. Robbins, De Cenzo, Coulter, & Woods (2013) also declared that the process of monitoring, comparing, and correcting work performance. All managers should also monitor whether their units are performing as planned because they cannot really know until they have evaluated what activities have been done and compared the actual performance to the desired standard.

The equivalent research shows that there are still many school principals whose competencies are inadequate, which translates to low quality of education in general. Falender & Shafranske, (2004, 2007) highlight that many principals lack supervisory skills, thus they fail to supervise teachers in school. Gloria, Hird, & Tao (2008); Pope-Davis, Toporek, & Ortega-Villalobos (2003) also wrote that based on the competency mapping of school principals in 31 provinces, only personal competency is above the minimum level while others are still below. Constantine (2003); Stoltenberg (2005) showed that there are still many school principals whose competencies are inadequate, which affects low quality education in general. This research is about 5 school leader competencies (personal competence, leadership competence, supervisory competence, social competence and entrepreneurial competence), and the leadership competence and supervisory competence of school leaders are still weak. Influential aspects include mastery of science and technology, ability to map the educational problems, leadership strategies, maturity of the institution, internal and external cooperation and other factors depending on the characteristics of the Islamic senior high school and regional policies

As regards to the studies delineated above and the observations conducted, this research focuses on investigating the key management competencies in *Islamic Senior High School of Nurul Islam.* The management competencies focused in this research is related to planning, organizing, leading, implementing (actuating) and monitoring in the school. These aspects are also related to the duties and functions of the school principal. It is assumed that the teacher, as part of the direct competence of the Islamic senior high school, knows a lot about the headmaster when he performs his duties and functions in the Islamic senior high school

Particularly, this research investigated how are the principal managerial competencies of *Islamic Senior High School of Nurul Islam* at Mataram West Nusa Tenggara, how are the planning, organizing, leading, and controlling of the senior high school at Mataram West Nusa Tenggara occurs, and how the teacher perception in term of this issue.

Method

This study aimed at investigating of how the principal managerial competencies of *Islamic Senior High School of Nurul Islam* at Mataram West Nusa Tenggara, how are the planning, organizing, leading, and controlling of the senior high school at Mataram West Nusa Tenggara occured, and how the teacher perception in term of this issue. Consequently, this study was conducted in qualitative design in kind of case study model. Case study is an empirical research method that works on a current phenomenon within its real-life framework and investigates the cases in many ways, systematically and deeply (Yýldýrým & Þimþek, 2013). In other words, case study enables researchers to closely examine real events in a particular context and conduct an in-depth study and research to uncover the holistic and meaningful features of these events through the data they obtain from the source (Creswell, 2015; Fidel, 1984; Yin, 2003; Zainal, 2007). In addition, this case was determined as one of unique case to be studied since the Islamic senior high school location is one of the remote districts in West Nusa Tenggara, especially, central part of Lombok. In other words, even the location was classified in to the remote district, this school enable to build its resilience especially during the Covid-19 pandemic era.

Research Setting

The research conducted at *Islamic Senior High School of Nurul Islam* located at Pringgarata district West Nusa Tenggara. This school is very popular in the district therefore a lot of young generations keep on their senior high school level there. The researched conducted from May 26 th up to 27 th, utilizing zoom as the media to conduct an interview. School principal and one teacher got involve to the interview.

Participants

As the main aim for this study to investigate the key managerial competence of Islamic Senior High School Principal of Nurul Islam, I have to find out the key persons from this case. As matter of fact, the school did not have complete structural like vice principal one, two, and three, even complete facility like public senior high school at main city. Thus, the principal was selected to be the participant in this study since he is the key person of this case. On the one hand, one teacher also involved to know the teacher perception how the principals deal with the issues of managerial element in Islamic senior High school of Nurul Islam West Nusa Tenggara.

Research Instrument

Particularly, the data were collected using a semi-structured interview form developed by the researchers, taking into account the explanation of how does the school principal fulfill his responsibility. The semi-structured interview form consisted of two parts. In the first part, there were four factual questions that aimed to investigate the type of school in which they work, principal background, school achievement, and school history, moreover, the second part of the interview form, there were five open-ended questions. The open-ended questions were as follows: (1) what does the school want to be and

how it will be achieved? (2) How do you create a better teaching and learning quality at school? (3) What are the criteria for effective learning environment at your school? (4) How do you cultivate your leadership responsibility in the school in term of encouraging cooperativeness among the teachers and build strong communication among teachers (5) how do you plan the administration management and control the process at this school?

For the second interviewee was also interviewed in to two sessions in kind of semi-structure interview. In the first part, the interviewee was addressed three questions in term of factual information such as, teaching time at school and perception about school performance. However, the second session was designed by the interviewer to know the teacher perception on how the principal dealing and fulfilling the responsibility.

Data Analysis
The data gathred through the semi-structured interview of the research format, which comprise of the description and opinion of all interviewee, was interpreted through the technique of inductive content analysis (Patton, 2014). In inductive content analysis, the themes and codes are determined and the meaning units are created based on the participants' statements (Zhang & Wildemuth, 2009). In this approach, similar meaning units and concepts in the data set are treated together and analyzed systematically (Creswell, 2015; Yıldırım & Şimşek, 2013). In this context, the opinions in each data set were first discussed in detail and the codes were created by the researcher and another academic expert in qualitative data analysis by determining the words and word groups in the most appropriate way for the research purpose.

Result and Discussion
This research was conducted in *Islamic Senior High School of Nurul Islam* using Qualitative Research Design in form of case study. The Qualitative data were obtained by conducting semi structure interview designed by the researcher, and involving the school principal and one teacher belongs to this school. Based on the data gathered, the finding of this research can be displayed in to five sub findings.

School Vision and Mission
Making Students, Patient, Knowledgeable, Independent, Noble and Characteristics

Based on the data gathered, the principal has very clear goal where the school want to be guided since it has very clear vision and mission. Having a clear vision and mission is very essential in building and enhancing an institution as it was postulated by David. F., & David, F. R. (2016) that an organization has to develop, write, and state clearly it vision and mission for ensuring unanimity of purpose within the organization, establishing the basis or standard for the allocation of organizational resources, establishing a general tone or organizational climate, serving as a focal point for individuals to identify with the purpose and direction of the organization and to discourage those who cannot from further participation in the activities of the organization, Facilitating the translation of the purposes into a work structure that includes the assignment of tasks to responsible elements within the organization, specifying organizational purposes and the translation of those purposes into goals in a way that allows cost, time, and performance parameters to be assessed and controlled and in order to know what the institution is trying to be achieved.

Teaching and Learning Program
The teaching and learning activity conducted based on curriculum developed by the government and the curriculum developed by their curriculum division members. This school tried to improve the curriculum designed by the ministry of culture and education since the content of national curriculum does not represent the need of students. The need of the students has to be matched with their living background,

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what, and where they want to continue their education in the future. Somasundarama. M. Lathab P & S.A.Saravana Pandian. S.SA. (2020) asserted that engineering education requires curriculum design to meet the requirements for the outcome demanded by stakeholders. This paradigm also can be applied considerably in any kind of educational institution either engineering education or senior high school level, therefore Islamic Senior High School of Nurul Islam attempted to developed its curriculum as well.

Criteria for Effective Learning Environment
The Creation of effective learning environment for the school now days need strong struggle as the interference of COVID-19 pandemic, even though this situation faced by all school in all continents, Islamic Senior High School of Nurul Islam has determined it criteria for effective learning environment. This school attempted to establish a supportive learning culture, to address learners' needs, keep it positive, provide Feedback, celebrate success, safety, and employ interactive games and activities. Even though in Covid-19 pandemic circumstance, every school has to scramble for providing effective performance of teaching and learning execution. Nithyanandama. G. K (2020) elaborated that teaching and learning is a process by which students learn new knowledge, attitudes, behaviors, and skills that work toward goals such as achieving high grades, getting a job in a company, etc. Therefore, teachers are the key players in the educational wheel, who must use a variety of creative teaching methods so that students are motivated to attend classrooms and learn the required skills easily and quickly, meanwhile, students is the key players in the learning process; and a conducive learning environment, for which educational institutions should provide the infrastructure.

Leadership Style of the Principal
The school principal used various approaches to guide, to encourage, to motivate their staff members to be involved in every program conducted by the school. The school principal applied ten characteristics when he executed an interaction among the members. Those are the ten characteristics applied by Islamic Senior High School of Nurul Islam: giving inspiration, creating a chance, setting a goal, don't be too critical of mistakes, giving appreciation, delivering constructive feedback, discussing the progress of the program regularly, rewarding outstanding employees do not let employees work beyond their capabilities, and giving attention. However, Al Chibani W & Al Chibani, H.P (2013) strongly recommended to all school principals to be involved in the four frames of leadership in other words, the school principal should avoid using only one style of leadership framing.

Planning of administration management and controlling the Process
As a rule, planning, organizing,executing or directing, and controlling is applied in conducting planning of administration management in this school. However, the principal can not give the significant evidence for well administration arragment in his school,there fore, It indirectly implied that the school principal has low competency to plan, manage,and control the administration issue. As response to this circumstance, administration training, building similar understanding about the prominent of administration management, buiding system of administration management has to be conducted. To make more measurable and more systematical administration management, the principal was recommended to utilize Management Information System (MIS) as it was inserted by Shah. M (2019) that MIS can provide administrators and teachers with the information needed for informed planning, policy making, and evaluation.

Conclusion
The results of this research show that there are some aspects that need to be considered by the principal in implementing management aspects in the Islamic senior high school. Those are having clear and measurable vision and mision, having good teaching and learning program, having criteria for efective

environtment, involving four frame of leadership style , excuting good administration management process and control.

Acknowledgement

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