

Management Skills of Head of School Tulang Bawang Barat Regency

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Abstract— The purpose of this study was to determine (1) the ability of the principal's conceptual skills, (2) the ability of the principal's humanitarian skills, and (3) the ability of the principal technical skills at MAN 01 Tulang Bawang Barat and SMK Darurrohman. The approach used in this research is qualitative. Data were obtained through interviews with school principals as key informants, teachers, committees, and foundations. Data were collected from two sites in the form of structured and unstructured interviews, participatory observations, and document studies. Data sourced from field notes, documents, and interview transcripts were reduced and then analyzed for validity and credibility tests with triangulation techniques. The results of the study include (1) skills in the conceptual aspect of the principal, (2) skills in the humanitarian aspect of the principal, and (3) skills in the technical aspect of the principal.

Keywords— *Concept skills; Human skills; Technical skills*

INTRODUCTION

Leadership in relation to Islamic education is a very important element in an educational institution because a leader must be able to become a manager who can guide, direct and generate motivation in the institution, so that the vision, mission, and goals of the institution will be achieved. Quoted from (riniimapurwanti.blogspot.com/2017) in an Islamic education paper shows that the principal has an important role in advancing educational institutions.

For this purpose, school principals must be able to mobilize school resources, in relation to planning and evaluating school programs, curriculum development, learning, manpower management, learning facilities and resources, finance, student services, school relations with the community and creating a school climate (E Mulyasa 2003). Therefore, the principal at least has managerial skills or expertise in carrying out his duties.

Robert L. Katz in a 1970 study, a successful manager must have 3 basic management skills, namely conceptual skills, interpersonal skills and technical skills (Wahjo Sumidjo 2003). In order to effectively carry out his function as a manager, the principal must be able to prove into action or behavior the values contained in the three conceptual skills, technical skills, and human skills.

Erni Tisnawati (2006) suggests that conceptual skills are skills to think abstractly, systematically, including diagnosing and analyzing various problems in different situations, even skills to predict the future. With conceptual skills means managers work with ideas or thoughts (working with thinks or ideas) to develop strategic ideas as the key to problem solving from each organizational obstacle. Managers must also be able to think analytically and conceptually, analytical thinking is that a manager must be able to parse a problem into its components and then analyze these components, after that he must be able to propose an appropriate solution. The conceptual thinking of a manager must be able to see all the tasks that exist in its abstraction and be able to connect it with other tasks (J. Winardi 2007). schoolstaff, making planned observations about management activities, reading a lot about things related to the activities being carried out, taking advantage of the results of other people's research, thinking for the future and formulate ideas that can be tested (Komarudin 1974)

Human skills are essentially the ability to make optimal contact and cooperative relationships with people who are invited to work by paying attention to their nature and dignity as humans (Made Pidarta 2004). Paul Hersev argues that "Human Skill is the ability and judgment in working with others, which includes an understanding of motivation and the application of effective leadership (Hersev, Paul, Et. Al, 1997). In interacting, a manager must have communication skills. This skill is necessary because a manager needs to exchange ideas, facts and experiences with others. According to James AF Stoner quoted by Amin Widjaja, "communication is a process so that management functions (planning, organizing, leading and controlling) can be carried out (Amin Widjaja 1998). In conclusion, a manager must have motivational skills, communication skills and be able to create a good work climate.

A manager in technical skills must have administrative skills (the ability to manage administrative fields), mastery of language (to get along and relate to humans). And the faculty's mastery in work which is their field of specialization, of course, the head of the madrasa as the faculty manager is in the field of education (Wanardi

2002). According to Sutisna (1993) the principal have main duties; 1) The principal supervises teachers in the classroom, 2) evaluates and revises teacher teaching programs, 3) creates a program

for implementing teaching activities by linking the curriculum with existing time, facilities and personnel, 4) manages student evaluation programs, 5) coordinating the use of teaching tools,

6) assists teachers in improving teaching, 7) assists teachers in diagnosing student learning difficulties, 8) regulates and supervises student discipline, 9) compiles school budgets, 10) sets specifications and inventory of equipment, 11) carries out school administration in the form of school activity reports, 12) regulates school physical facilities including the operationalization of building maintenance, yard and security control.

Based on the explanation above, it can be underlined that school/madrasah principals must have managerial skills, such as conceptual skills: formulating vision, mission and planning for quality education, human skills: communication. Motivating and creating a comfortable work climate, and technical skills. The technical skills obtained by the principal include: Knowledge of leading class management, curriculum use, use of supervision techniques, quality improvement, knowledge of administration, infrastructure and finance.

The principal of the school/madrasah carries out the coaching and development of educators as a follow-up to managerial activities, the importance of this problem being investigated in order to find out how the managerial skills of the principal/madrasah are able to compete with other educational institutions. On this basis, the researcher was interested in conducting research at MAN 01 Tulang Bawang Barat and SMK Darurrohman Tulang Bawang Barat about " Management Skills of Head of Madrasa in Tulang Bawang Barat district." According to the assumptions of researchers in these schools/madrasahs, in general, they still do not understand the main duties and functions as principals, as a result, teachers and staff do not fully carry out their duties and functions.

METHODOLOGY

Meanwhile, the type of field research is intended to study

intensively about the background of the current situation and position, as well as the environmental interactions of certain social units that are given. Research subjects can be individuals, groups, institutions, or communities (Sudarwan Danim 2002). In this study, the approach used is a descriptive qualitative approach. It is called qualitative because it is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation,

action, and others holistically (Lexy J. Moleong 2008). And it is called descriptive because this research aims to describe the properties (characteristics) of a situation in the form of words and language (Sprapto 2003).

The data of this study consisted of the results of data collection through interviews, participatory observation results, and document studies. Presented in field notes, interview transcripts, and documentation. Researchers conducted in-depth interviews related to the context being studied with both principals at both sites.

Then the researcher conducted interviews with other parties at both sites to test and obtain valid information from the two principals. Where the parties specified for the interview have a personal relationship as well as a working relationship with the two principals at both sites. Researchers conducted participatory observations at both sites to directly observe and record every event that occurred related to the internalization of religious values in the managerial skills of principals.

Researchers observed learning activities and administrative activities at the two sites. In determining the method of data analysis in the field, this research uses the Miles and Huberman model, namely the activities in qualitative data analysis are carried out interactively and take place continuously until complete. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification of data were carried out repeatedly and then analyzed after data collection was completed through data source triangulation techniques and techniques to ensure the validity of the data at both sites. The data analysis stage is carried out by checking the credibility of the data obtained from sources with different techniques to test the validity. The data obtained were also validated on several sources in order to get data that is truly accurate, reliable, and in accordance with the facts in the field

FINDING AND DISCUSSION

A. *Concept Skills*

The West Tulang Bawang School/Madrasah is in its vision, mission, goals and RENSTRA (Strategic Plan) which are based on environmental needs and geographical location. So that there are differences in concepts adapted to future conditions and needs. This is in accordance with the vision according to Pei as quoted by Sagala, that action, strength, skill or ability are used to see, to understand and to imagine for preparing the future (Syaifl Sagala 2009) Formulation of concepts based on the results of the preparation of principals/madrasahs through meetings with educators and education. The principal of the school/madrasah has a program that is clearly stated in the RENSTRA so that its implementation can be directed orderly. Vision is a statement spoken or written today,

which the current management process reaches forward (Prim Masrokan Mutohar 2013).

B. Human Skills

The performance of the principal/madrasah as a manager is carried out in an effort to implement the concept that has been planned and become a mutual agreement by the principal/madrasah. Optimizing the ability of principals/madrasahs such as motivation provides encouragement through appreciation or flattery of words to Educators and Educational Personnel who have achievements, and provide encouragement for those who have not reached the target. One of the motivations needed by teachers is the motivation given by the principal (Purwanto 2003). Then the principal/madrasah has created a conducive climate, so that the learning process goes well. This is in accordance with the statement of the Director General of higher Education (Book IIC, 1983: 45) which states that organizational climate

greatly influences the motivation and productivity of its members. There are differences in the delivery of communication between the two schools/madrasahs. So that the message conveyed by the principal/madrasah cannot be fully translated. Devito said, "a communication is said to be effective if there are: 1) openness, 2) empathy, 3) support, 4) positivity, and 5) similarities" (Mesiono 2012).

C. Technical Skills

In reporting the teaching and learning activities of educators in schools/madrasahs through the supervision carried out by the principals/madrasahs, it goes well according to the schedule. The purpose of educational supervision is to develop a better teaching and learning situation through coaching and improving the teaching profession (Suryo Subroto 1988). Financial administration in schools/madrasahs, especially on the quality and infrastructure in accordance with educational standards. Administration can be interpreted as an activity or effort to help serve, direct or regulate all activities in achieving a goal (M. Ngalim Purwanto 2015). If it is related to financing according to the needs of each standard, it is not the same between one standard and another. Guidelines from MoRA and BOS guidelines. So according to what will be reported. Planning is carried out every year and also every semester, as evidenced by the RAPBM. If the RAPBM is one year, it will be realized every semester sometimes according to need. As for SMK Darurrohman Tualang Bawang Barat, it was first communicated with the foundation.

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the results and discussion above, the conclusions from this study are (1) Conceptual skills for the Head of the Tulang Bawang Barat School/Madrasah in

vision, mission, goals and RENSTRA (Strategic Plan) based on environmental needs and geographical location. So that there are differences in concepts that are adapted to conditions that will be useful in the future. (2) Human skills (Human skills) at the Head of the West Tulang Bawang Madrasah in motivation always provide encouragement through appreciation or words of praise to Educators and Educational Personnel who have achievements, and provide enthusiasm, then create a conducive climate. For communication there is a difference in the delivery. (3) Technical skills at the Head of the West Tulang Bawang Madrasah are running well by using teaching tools, the procedures that must be carried out to run a learning process

B. Suggestion

Based on the conclusions above, the suggestions from writing this article are (1) Principals of schools/madrasahs are recommended to have knowledge, broad insight about education globally so that they can conceptualize schools/madrasahs in the future. (2) Principals/madrasahs should reorientate back to the performance of principals/madrasahs as managers in schools directed at effective managerial skills. Especially for open communication, two-way, participatory, and psychological communication models.

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