

## IMPLEMENTATION OF SCHOOL PRINCIPAL MANAGERIAL COMPETENCY IN BUILDING COMPETITIVE ADVANTAGE (CASE STUDY AT 7 MUHAMMADIYAH VOCATIONAL HIGH SCHOOL IN GONDANGLEGI MALANG, EAST JAVA, INDONESIA)

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### **ABSTRACT**

*The focus of this research was managerial competence of the Muhammadiyah 7 Gondanglegi Vocational high School in Malang Regency, East Java, Indonesia, includes technical skills, human skills and conceptual skills in building competitive advantage. Research findings on principal managerial competency in building school competitive advantage, researchers had found new findings, was to need strengthening the ability of principals to create social skills, namely harmonization of work by the entire team and mastery of principal to managerial competency in the field of human resource development with high commitment to school for developing of educational institutions so that it becomes educational institution as public pride.*

**KEYWORDS:** *School Principal Managerial Competency, Building Competitive Advantage*

### **INTRODUCTION**

A principal of the school was a central figure in improving the quality of education in schools. The success or failure of an educational institution especially in educational units is strongly influenced by the competency that possessed by the principal. The competency of the principal as an education manager actually goes hand in hand with many abilities, which ideally must be able to synergize management capabilities and leadership abilities simultaneously. In this context, it must be correctly understood that the principal was not a single ruler at the same time not a single servant therefore it must be able to carry out management functions. This was the idea of Sudarwin and Suparno (2009). Eriyanto (2014) states that competence was knowledge, the roundness of mastery, skills, attitudes, and values that was manifested in thinking, behaving, and displayed through performance.

Vocational education was directly linked to the preparation of someone to be better able to work in a workgroup or in a field of work from other fields of work. Vocational education was education that providing provision of various knowledge, skills, and knowledge to students so that they were able to do certain jobs needed, both for themselves, the world of work, and the development of their nation. Vocational education was secondary education that prepares students primarily to work in certain fields.

In addition, the results of the interim research at the Muhammadiyah 7 Gondanglegi Vocational high School in Malang, according to the observations of this school researchers had very rapid progress in the academic and non-academic fields established in 1994. Several years ago it was a less developed suburban school. Even from year to year, the number of devotees decreases. But in a relatively short period of approximately five years, the school experienced significant progress thanks to the influence of its high school managerial competency

The reason of researchers was interested in conducting research here was because in the midst of the rise of vocational high schools established in Malang Regency, the Muhammadiyah 7 Gondanglegi Malang vocational High School can become a public pride in the community, besides the many achievements and academic achievements, the occurrence a very prominent change in the Muhammadiyah Vocational High School so that it was able to compete with the existing State and private Vocational High Schools in Malang Regency, and even to able creating Competitive advantages which attracted the community to encourage their sons and daughters in the Vocational High School. The focus of this study was the principal managerial competencies in building competitive advantage, with the formulation of research questions as follows: 1. How was the implementation of school principal managerial competency in technical skills in building Competitive advantage in Muhammadiyah 7 Gondanglegi Vocational High School Malang Regency, East Java Indonesia? 2. How was the implementation of school principal managerial competency in the skills to conduct human relations in building Competitive advantage in Muhammadiyah 7 Gondanglegi Vocational High School Malang Regency, East Java Indonesia? 3. How was the implementation of school principal managerial competency in conceptual skills to building Competitive advantage in Muhammadiyah 7 Gondanglegi Vocational High School Malang Regency, East Java Indonesia?

## LITERATURE REVIEW

### School Principal Managerial Competency

Competence comes from the word "competency" is a noun which according to Powell (1997) was interpreted as 1) skills, abilities, 2) authority. The adjectives of competence are competent which means capable, capable, and agile. The definition of competency was in principle the same as the understanding of competence according to Stephen Robbin (2008) that competence was ability or one's capacity to do various tasks in a job, where this ability was determined by 2 (two) factors namely intellectual ability and physical ability.

The definition of competence as a skill or ability was also expressed by Robert A. Roe (2001) as follows: (1) Competence was defined as the ability to adequately perform a task, duty or role. (2) Competence integrates knowledge, skills, personal values, and attitudes. (3) Competence builds on knowledge and skills and acquired through work experience and learning by doing ". Competence could be described as the ability to carry out one role or task, the ability to integrate knowledge, skills, attitudes and personal values, and the ability to build knowledge and skills based on experience and learning undertaken.

Competence according to Becker and Ulrich (in Suparno, 2001) that competency refers to the individual's knowledge, skills, abilities or personality characteristics that directly influence job per person. That was, competence contains aspects of knowledge, skills, and abilities or personality characteristics as affect performance.

Based on National Minister of Education Regulation No. 13 of April 17, 2007, of Indonesia, concerning the standard of school principal explained that a school principal must master five dimensions of competency namely, 1) Personality Competence, 2) Managerial Competence, 3) Entrepreneurship Competence, 4) Supervision competence, 5) Social Competence.

Thomas J. Sergiovanni, in his book *The Principalship: A Reflective Practice Perspective*. Provide a very strong grand theory in the study of managerial competence. managerial competence according to Sergiovani et al (1987) includes 1. Technical skills (technical skills) 2. Skills to conduct human relations(human skills). 3. Conceptual skills (conceptual skill).

According to Terry (2005) management was a process or framework, which involves guidance or direction of a group of people towards an organizational goal or tangible purposes. Furthermore, said management function is a different process consisting of planning (organizing), organizing (implementation) (actuating), and evaluation/assessment (controlling) carried out to achieve goals determined by using humans and other resources. This includes knowledge of what should be done, determining how they should do it and measuring the effectiveness of the efforts that have been made.

Management was a productive art that were based on an understanding of science, science and art was not contradictory, but each complements each other (Koontz & Wehrich, 1990). Also, management science was a process in making planning, organizing, controlling and leading various businesses of members of an entity or organization and also using all the resources they have to achieve the stated goals (Stoner, 1996). According to Sudjana (2000), management was a series of various natural activities carried out by a person based on established norms and its implementation has a relationship and interrelationship with others. This was done by people or several people who were in the organization and given the task to carry out these activities

The managerial dimensions that must be owned by the principal, according to applicable supervision standards (Permendiknas No. 13 of 2007). 1) Arranging school planning for various levels of planning. 2) Developing a school / madrasah organization as needed. 3) Leading schools/madrasah in order to make optimal use of school/madrasah resources. 4) Manage changes and development of schools/madrasah towards effective learning organizations. 5) Creating a school/madrasah culture and climate that is conducive and innovative for learning students. 6) Managing teachers and staff in order to optimally utilize human resources. 7) Managingschool/madrasah facilities and infrastructure in the context of optimal utilization. 8) Managing school/madrasah and community relations in order to find support, ideas, learning resources. 9) Managing students in order to accept new students, and placement and capacity building of students. 10) Managing curriculum development and learning activities in accordance with the direction and goals of national education. 11) Managing school/madrasah finances in accordance with the principles of management that was accountable, transparent and efficient. 12) Managing school/madrasah administration in supporting the achievement of school/madrasah goals.13) Managing special school/madrasah service units in supporting program preparation and decision making. 14) Managing school/madrasah information systems in supporting program preparation and decision making.15) Utilizing advances in information technology for improving school/madrasah learning and management.

16) Carrying out of monitoring, evaluation, and reporting on the implementation of the school/madrasah activity program with the right procedures, and planning for follow-up. As a manager, the principal needs to look at the interaction of the elements of education as a system (Rivai, V& Murni, S. 2009) including being able to restructure ways of thinking about various types of willingness and how were organizations change.

### **Competitive Advantage**

Competitive advantage has the same meaning as the competitive advantage. According to Kotler, competitive advantage (2001), was an advantage over competitors obtained by delivering greater customer value, through cheaper prices or by providing more benefits in accordance with higher pricing. According to Tangkilisan (2003) that competitive advantage refers to the ability of an organization to formulating a strategy that places it in a favorable position with respect to other companies. Competitive advantage arises when customers feel that they receive more value from transactions made with a competing organization. Then, in the Indonesian Language Dictionary (1994) it was stated that competitive advantage was competitive and competitive.

Day & Wensley (1998) suggested that increasing ability was high from sources which produce low costs and increase value for customers this was controlling the position of excellence. Besides, it was also said to achieve excellence in competition, companies or organizations must be able to recognize various basic elements to achieve a competitive advantage as follows: a. Price or value. b. Please consumers c. Consumer Experience. d. The product attributes obtained are recorded. e. Unique service privileges

Competitive advantage develops from the value that could be created for buyers that exceed the company costs in creating it. Competitive advantage comes from many different activities carried out by the company in designing, producing, marketing, delivering and supporting its products. Each activity could support the position of relative costs and create differentiation. Efforts to building a competitive advantage of the generous version of the manager (principal) must build a grand design that was contained in nine core elements of marketing (nine marketing elements), namely: (1) market segmentation, (2) targeting, (3) positioning, (4) differentiation, (5) marketing mix (product, price, place, promotion) (6) selling. (7) brand, (8) service, and (9) process.

To obtaining a competitive advantage must also be supported by strong infrastructure, superior human resources and the technology used are more sophisticated than other organizations. In terms of human resource infrastructure, according to Emma-Sue Prince (2013), to achieve success and excellence, superior human resources must fulfill seven potentials, namely: 1) adaptability, 2) critical thinking, 3) empathy, 4) integrity, 5) optimistic, 6) proactive, and 7) sustainability.

Some strategies to building competitive advantage according to Chairman Lee must improve the infrastructure of the organization/school that was improving the technology used and increasing human resources that have special talents (Song & Lee, 2015). Lanny Junarti said in Tandjung et al (2016) that to building competitive advantage requires adequate technology and superior resources. According to Barney and Wright (1998), there were four conditions that must be met before a resource could be called a source of sustainable competitive advantage: 1) It was a very valuable company resource (Valueable), especially in relation to the ability to take advantage of opportunities and/or neutralize threats from the corporate environment. 2) It was relatively difficult to develop, so it becomes a step in the competitive environment. 3) it was very

difficult to imitating 4) It could not be easily replaced/substitute by a significant product.

According to Frinces (2011) there were many aspects that could be encouraged/gave birth to competitive advantage, namely: 1) Management and leadership, 2) Planning, 3) Entrepreneurship human resources, 4) Technology, 5) Porter's model, 6) Accurate strategy and organizational restructuring, 7) Innovative change, 8) Conducive local conditions, 9) Alliance strategy, 10) right time, 11) Innovation process. Prince (2014) said to build a competitive advantage that was not rivaled by other institutions namely: a. Uniqueness Offering b. Unique c. Imitability d. Focus on innovation

The following were components that can strengthen competitiveness according to Frinces (2011), among others: 1) Leadership, 2) Government systems, 3) State systems, 4) Organizational culture, 5) Culture of behavior and community traditions, 6) Quality human resources, 7) Ability and technical skills, 8) Professionals, 9) Willingness and ability to perform and perform, 9) Work behavior, 10) Decision making processes and mechanisms, 11) Experience and insight, 12) Responsibility, 13) Loyalty and work commitment.

## **RESEARCH METHODS**

This study used a qualitative approach that studies existing problems and work procedures apply with the aim of describing what was currently happening to obtain information about existing conditions. The type of research used in this study was a multi-site study. The multi-site study was chosen in this study because it was one form of qualitative research that can be used primarily to develop theories that were raised from a number of similar research backgrounds so that theories can be produced that can be transferred to broader and more general situations. This research was qualitative research which has the following characteristics, 1) Descriptive, 2) Analyzing process, 3) More attention to the process, and 4) The researcher was a key instrument.

The object of the study was the competency of the school principal in building Competitive excellence in the Muhammadiyah 7 Gondanglegi Vocational High School in Malang regency, East Java Indonesia. Data collection techniques in this study used three data collection techniques, namely participant observation, in-depth interviews, and study of documents.

Data analysis techniques in this study used descriptive analysis techniques with more description and results of interviews and documentation studies the data obtained would be analyzed by qualitatively and described in descriptive form so that data was obtained related to managerial competency of the School principal. The collected data was tested using credibility criteria, transferability, dependability, and confirmation of data to guarantee its validity.

## **RESEARCH RESULT**

One of the competencies that must be possessed by a school principal in building Competitive advantage in Muhammadiyah 7 vocational high School of Gondanglegi Malang Regency, East Java Indonesia was managerial competence because one of the principal role was as a manager. As explained by Hadiyanto (2004) as follows. The principal was a school-level education manager and the main spearhead in managing education at the school level. The principal has the most important role (pivotal role) for the successful implementation of school-based management, and therefore the principal must have

professional managerial skills in managing his school.

School principal competency plays an important role in improving student achievement both academically and non-academically. As Malmuzzamil's opinion in his research entitled "Principal Competencies and the Achievement of National Education", The competency of the principals in schools plays an important role in promoting and preserving changes in schools which, without their efforts, schools accomplishment whether academically or vice - versa. (Malmuzzamil, 2013, P. 31)

Principals manager have a very important role in building competitive advantage. This can be understood because "One of the factors that make the organization able to develop was the competence of its managers." (Made Pidarta, 2004). So, the back and forth education in schools was very influenced by the factor of competence of the manager, in this case, the principal. Made Pidarta asserted that: "Managers who have adequate competencies tend to be able to improve their organization, whereas managers who lack competency tend to make the organization not run or even retreat." Thus, a school principal must be able to apply management concepts in managing education in his school in order to achieve the set goals.

A vocational high school principal was expected to have strong managerial skills in managing various resources in schools so that vocational school missions were achieved. As stated by Wofrid E. Bianome, in his research entitled "The Contributions of the Principals" Managerial Skills and Organizational Climate Towards Productive Teacher's Professionalism "with the following statement "Principals of vocational high schools are expected to have strong managerial skills in managing the various resources in the schools in order to achieve the mission of vocational schools. Managerial skills of school principals are defined as a set of technical skills in facilitating and providing opportunities for teachers to carry out either in or out of school (Wofrid E. Bianome, 2016, p. 10)

In order for each organization to achieve its goals and objectives and for its continued existence, managers must obtain the right competencies in managing their vital resources effectively. Akinfolarin, in his research entitled "Analysis of Principals" Managerial Competencies, as follows: For any organization to achieve its goals and objectives and for continuous existence, managers must acquire appropriate competencies in the effective management of their vital resources. According to Ikediugwu (2016), good school managers must carefully and effectively handle educational resources, especially money, materials and machines including computers, teaching technology and internal facilities, put under their custody for proper management of funds. (Akinfolarin, 2017, p. 42).

The principal task of the principal who was an integral part of his competence as headmaster was managerial leadership and instructional leadership. In this case the headmaster needs to know the whole learning process, and guiding the teacher, and being involved in learning activities at school. As to the opinion of Armana, et al. entitled "The effect of school supervisors and competence principals on work motivation and performance, the following "Teacher development is not only the responsibility of school supervisors but also the responsibility of principals as leaders of learning in schools. The key tasks of the principal which are integral are part of its competence as the principal are managerial leadership and instructional leadership. It is to know the whole process of learning, and mentoring teachers, and engaging in learning activities at school. (Armana, et al, 2016, p. 73)

It needs to be realized that every process carried out, with supporting infrastructure all of it was directed towards achieving the goal. Therefore, so that the objectives can be achieved effectively and efficiently management must do the right thing. Without managerial capabilities, a school principal will find it difficult to carry out his duties of directing, fostering, and empowering existing resources to improve the quality of education services in his school. Yet to get around and find solutions to overcome the problem of education such as the problem of the low quality of education services was the duty of a principal as a manager. It was not something that was impossible for the problem of the low quality of education services to be caused by wrong management. In accordance with the above problem, Edward Sallis explained as follows: "Most problems were caused by weak or inadequate management. Knowing the cause of quality failure and fixing it was the duty of a manager." (Edward Sallis, 2006).

Therefore, in an effort to overcome the problems mentioned above, the principal must have managerial abilities as explained by Suderadjat (2005) which has no other ability to carry out management functions such as planning, organizing, mobilizing, monitoring, and evaluating all components in the school such as curriculum, personnel, student affairs, infrastructure, finance, and environment. With that ability, the principal will be able to arrange and managing education which was his responsibility so that quality education services can be realized.

Based on the findings of the study, it was known that 7 Muhammadiyah Vocational high school principal always make plans that were carried out with a bottom-up approach. Plans were tailored to the real conditions of high-achieving expectations that have an impact on the quantity and quality of the programs made. with high quality must be supported by a proportional container, so that it can be implemented effectively and efficiently. The development of school organizations was also carried out as an effort to facilitate partnership-based collaboration, both with guardians of students, communities, and supporting institutes believed to be able to build school competitive advantage.

The quantity and quality of the programs developed and facilitated by the organizational structures developed include: 1) Admission of new students, placement, and capacity building of students, 2) Development of curriculum and teaching-learning activities based on local wisdom in accordance with national education directions and objectives, 3) School financial management in accordance with accountable, transparent and efficient management principles; 4) Management of school administration in supporting school activities; 5) Management of school-specific service units in supporting learning activities and student activities in schools, 6) Management of upper students pure group achievement option base, group achievement for placement and natural group placement, 7) Management of production/service activities in supporting school funding sources and as student learning resources, 8) Staff for implementing school activities according to applicable supervision standards, 9) Management of the system information school in supporting program management and decision making.

Based on the research findings of school principal managerial competency in building Competitive advantage in 7 Muhammadiyah Vocational high school Gondanglegi, Malang, namely the ability to monitor, evaluate, and report on the implementation of school activities programs. This monitoring and evaluation is carried out so that the progress of the program activities in schools is monitored. By monitoring and evaluation, the principal will find out the shortcomings and also the advantages of the program being run. So that early efforts will be made as a solution for improving programs that were still lacking and maintaining and improving programs that were already good.

As a form of accountability of school programs that have been implemented in accordance with the results of monitoring and evaluation, then the principal must be able to submit reports on the implementation of school activities programs, both vertically to the education office and to the community. The results of all of that were also used as feedback in order to build school competitive advantage.

Basically, the 7 Muhammadiyah Vocational High School principal was very good in managerial competency, it was evident from the school programs being well planned, and well implemented, funding was also well managed, the principal can also control all components schools, starting from teachers, students, and school staff can carry out their respective roles by working together to motivate each other so that the competitive advantage of the school was built very well. Thomas J. Sergiovanni, in his book *The Principalship: A Reflective Practice Perspective*. Affirming the grand theory relating to managerial competencies include 1. Technical skills (technical skills) 2. Skills to conduct human relations (human skills). 3. Conceptual skills (conceptual skill). Research findings about principal managerial competency in building school competitive advantage, researchers can contribute to Sergiovanni theory, that need to adding new indicators namely the ability of principal to creating social skills, through harmonization of work by the entire team and mastery of principals to managerial competencies in the field of human resource development who have a high commitment to the school for the development of educational institutions so that school become an educational institution as public pride.

## CONCLUSIONS

The school principal as a manager has a very important role in building the competitive advantage of the school he leads. The advance of education in schools was greatly influenced by how high the managerial competencies possessed by the principal. Managerial ability of a school principal will facilitate the implementation of the principal duties in directing, fostering and empowering existing human resources to improve the quality of education services in his school. Principal need to have managerial competencies in order to be able to build competitive advantages in their schools, including: 1. Technical skills. 2. Skills to carry out human relations. 3. Conceptual skills. 4. The ability of school principal to creating social skills, namely harmonization of work by the entire team and mastery of principals to managerial competencies in the field of human resources who were committed to schools for the development of educational institutions to become an educational institution as public pride.

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