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Implementation of managerial head competence at Kasih Kindergarden district of Pineleng, Indonesia

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Abstract

The This study is to study and describe: [1] Implementation of Principal's managerial competence, [2] Obstacles faced by principals implementing managerial competence of principals in Kasih Sea Kindergarden Pineleng Sub-district [3] efforts made to overcome problems which hampered the implementation of the managerial competence of the school principal at the Kasih Sea Kindergarden, Pineleng District. This research method uses a qualitative approach. Data collection techniques carried out through stages: 1) observation, 2) interviews and 3) study documentation. The main instrument in data collection is the researchers themselves who are equipped with interview guidelines, field notes and photographs. Data analysis is performed by data reduction, data display and data verification. While checking the validity of the data is carried out by: 1) trust, 2) dispensability, 3) dependability and 4) confirmability. The results of the data analysis concluded that: the Love Sea Kindergarden in planning had carried out activities based on steps; 1) develop alternative choices related to development fields, 2) evaluate and determine selection programs related to extracurricular activities, 3) teacher competency improvement programs related to teacher competencies and 4) learning plan preparation programs related to RPPM and RPPH. The management of Kasih Sea Kindergarden education in its implementation has used play and learning techniques with reference to the field of developing behavioral formation through habituation and multiple intelligences integrated with other intelligences.

Keywords: Managerial competence, principal

1. Introduction

The education paradigm which gives the broadest authority to schools in developing various potentials requires an increase in the ability of principals in various managerial aspects in order to achieve goals in accordance with the vision and mission carried by the school. So that what is mandated in the opening of the 1945 Constitution of the Republic of Indonesia is that the intellectual life of the nation can be realized. Furthermore, in the National Education System Law No. 20 of 2003. Chapter II article 3 states that, national education functions to develop the ability and shape the character and civilization of a dignified nation in the context of educating the life of the nation, aiming at developing the potential of learners so that people who believe and have faith in God Almighty, have good morals, and be a democratic and responsible citizen.

the meaning contained in the function and purpose of education, is to create quality human resources needed education. Through personality education, intelligence, skills, insight, and various potential learners are developed more optimally. The school principal is one of the education components that has the most role in improving the quality of education, as stated by Supriadi (1998) ^[19] that "Closely the relationship between the quality of school principals with various aspects of school life such as school discipline, school cultural climate and the decreasing misbehavior of students.

In this connection the principal is responsible for the management of micro education, which is directly related to the learning process at school. Furthermore according to Mulyasa (2006: 89) ^[16] that "Professional headmasters in the new paradigm of education management will have a positive impact and a fairly fundamental change in the reform of the education system in schools. These impacts include the quality of education, strong school leadership, effective management of educational staff, quality culture, compact, intelligent and dynamic team work, independence, participation of school and community members, openness (transparency) management, willingness to change (psychological and physical), continuous

evaluation and improvement, responsive and anticipatory to the needs, accountability and sustainability.

In accordance with the description above, that in order to realize the quality of graduate students, there are several indicators that need attention from school principals, teachers, and other education staff and the community, the indicators referred to are (Roesmidi and Risianti, 2006:): 1) process learning runs effectively. Learning places more emphasis on empowering students to want to learn productively; 2) the principal's leadership is strong, especially in coordinating, mobilizing and harmonizing all available educational resources. The principal must have managerial skills and initiative in terms of improving the quality of education; 3) high school and community participation.

Realizing this, the principal is faced with the challenge of making changes and developing education in a planned, targeted and continuous way to improve the quality of graduates. In order to realize this, the principal as the highest leader in the school, its performance is very influential even very decisive on the progress of the school. Within this framework it is felt the need to improve the performance of school principals professionally to succeed the government programs that are being rolled out namely regional autonomy, decentralized education, school-based management, education unit level curriculum, broad base education, life skills, contextual learning and system laws all of these national education awaits an active role, the performance of the principal and the performance of the teacher as the spearhead in the field dealing directly with students, because the teacher is a professional who is in charge of planning and implementing the learning process, assessing learning outcomes, carrying out mentoring and training.

The quality of the principal as a manager is strongly influenced by the managerial capability possessed in an effort to empower teachers so that a professional teacher is created who always wants to actualize in the form of improving the quality of education. Principals who have good performance, namely a school principal who has good intellectual, emotional and spiritual capacity and is broad-minded and futuristic. Intellectual capacity is needed in observing, understanding, and analyzing every information obtained. Emotional capacity is needed in dealing with various pressures and in building relationships. While spiritual capacity is needed when making decisions so that decisions taken are decisions that are in favor of the truth. The broad and futuristic insight is the basic capital in reading the signs of changes in the school environment so that it can bring the schools they lead to exist in conditions of change that continue to occur.

Based on observations in the pre-research it can be seen that in learning activities in the Kasih Sea Kindergarten Pineleng District experiencing obstacles, in general that the principal still does not understand the duties and responsibilities for the advancement of education in kindergarten, the principal has not paid attention to any facilities needed in the activities learning, including facilities and infrastructure that are still very minimal, such as outside games: swing, tipping, slide, sandbox, walkway, compound stairs. Inside game: blocks, books, dolls, TV, requires focus on images and videos. This is hindering the implementation of teaching and learning activities. In this case the implementation of

the principal tasks and functions of the principal is not optimal.

The purpose of this study was intended to obtain data and information about the managerial competence of the headmaster of Kasih Sea Kindergarten, Pineleng District. The specific purpose of this research is to find out about:

1. Implementation of the principal's managerial competence at the Kasih Sea Kindergarten Pineleng District.
2. Obstacles to the implementation of managerial competence of school principals in the Kasih Sea Kindergarten Pineleng District
3. Efforts are being made to overcome the problems of implementing the managerial competence of school principals in Kasih Sea Kindergarten, Pineleng District.

2. Literature Review

2.1 Implementation of Principal Managerial Competence

Minister of National Education Regulation No. 13 of 2007 concerning the standards of school/ madrasah principals, emphasizes that a school principal must have five minimum competency dimensions, namely: personal, managerial, entrepreneurial, supervisory, and social competency. Each competency dimension has sub-sub as basic competencies that must be possessed by the principal / madrasa. As detailed, these basic competencies can be explained as follows:

1. Dimensions of Personality Competencies
2. Managerial Competency Dimensions
3. Dimensions of Entrepreneurship Competency
4. Dimension of Supervision Competence
5. Dimensions of Social Competence.

The Managerial Competency dimension can be described as follows

In every educational organization, including kindergarten, a lot of work, tasks, authority and responsibilities must be carried out and by each component of the education unit level. Therefore it is not possible if the whole variety of activities is only carried out by a person, say the principal. In addition to his limited time, he also has limited abilities. Therefore, the activities, work, authority, duties and responsibilities must be shared with others, by dividing the duties of the principal, vice principal, duties of each teacher in a unified coordination unit. Etymologically organizing is a translation of the word organize. The word organize comes from the word organ. Organ itself means parts, body and tools. Organize means to form parts, members, bodies or tools (Echols, 1983: 17).

Satori, Djarn'an (2007: 23) ^[7] HR management includes the following activities: (1) HR planning, (2) analysis of educators and education personnel, (3) educator and education procurement, (4) selection of educators and education staff, (5) orientation, placement and assignment, (6) compensation, (7) performance appraisal, (8) career development, (9) training and development of teaching and education staff, (10) creating quality of work life, (11) negotiation of educators and education, (12) research of educators and education staff, and (13) retirement and dismissal of educators and education staff ".

Different from other organizations, schools are a form of service organization, which is different from other organizations, especially profit-oriented (profit). As an organization, according to Philip Robinson (1981: 76) social

units are intentionally formed for certain purposes. This has the logical consequence that the principal is obliged to coordinate peace in the school to ensure the implementation of various programs in the school. "In this role, the principal can function as a manager 'motivator, director and evaluator" according to R. Landon (Iksan 2005)

These managerial aspects must be possessed by a school principal because as an organization, a school has a uniqueness and complexity that is different from the type of organization. This is in accordance with the opinion of Wajosumidjo (2003: 2) which says that "the uniqueness and complexity of the school is caused because in addition to having the characteristics of the organization in general such as schools as bureaucracy, schools as open systems and agents of change, also has special characteristics namely the school as a social system and the school as an insight into the reality of the mandala".

2.2 Implementation constraints faced by the principal in implementing the managerial competence of the school principals in the Kasih Sea Kindergarten, Pineleng District

Barriers to School Principals in Applying Managerial Competence in the Compilation of the School Development Plan of Terry (2006) ^[20] in Kompri (2015:) obstacles will arrive so leadership requires agile attitudes. Likewise with the headmaster in Kasih Sea Kindergarten Pineleng District in implementing managerial competence in the preparation of school development plans experiencing obstacles namely:

1. Lack of ability of school principals to conduct effective monitoring so that inhibitors of school principals from implementing improve teacher performance.
2. Lack of good cooperation by teachers. There are still teachers who do not understand their respective duties.
3. Teachers who are only concerned with personal interests and do not think about the interests of the school.
4. Lack of supporters in teaching and learning activities such as inadequate learning facilities and infrastructure that hinders the smooth implementation of these.
5. Limited educational staff. Is an obstacle in overcoming these obstacles school principals to meet the educational staff by giving additional tasks to teachers in accordance with the ability of teachers.

2.3 Efforts were made to overcome the problems that hampered the implementation of managerial competence of the head at the Kasih Sea Kindergarten Pineleng District

1. Monitoring in the planning stage of the learning process includes syllabus elements and daily learning implementation plans that contain subject identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment.
2. The principal together with the teacher strives to attend related education and training. Developing teaching staff or resources that have been obtained by an organization, needs to be developed to a certain extent in accordance with the development of that organization. The development of these resources is important in the direction of organizational development. Human resource development, seminars,

education and training, Comparative Study in order to improve achievement and insight in the world of education.

3. Hold a meeting. A school principal generally performs his duties based on the plans he has prepared. Included in the plan include holding periodic meetings with the teachers.
4. Trying to procure infrastructure such as games in the classroom and games outside the classroom by seeking assistance between the institutions involved and in collaboration with the community of all stakeholders. The provision of adequate educational facilities also gives a very essential effect considering the teacher's teaching assignments require the availability of sufficient facilities such as games in the classroom or games outside the classroom, so this requires serious attention from all parties, especially the principal for the provision.

Minister of National Education Regulation No. 13 of 2007 concerning the standards of school / madrasah principals, emphasizes that a school principal must have five minimum competency dimensions, namely: personal, managerial, entrepreneurial, supervisory, and social competency. Each competency dimension has sub-sub as basic competencies that must be possessed by the principal / madrasa. As detailed, these basic competencies can be explained as follows: becomes good. The element of education is very important to build one's character.

According to Dewantara (2013: 407-409), a person's character is influenced by the initial talent and subse appreciation of values, and finally to the introduction of real values. So character education aims to develop real life values that are realized in synergy between schools, families, and the community.

3. Research Method

This study uses a qualitative approach and looks at the existing reality. The design of this study follows the design recommended by Milles and Huberman (in Sugiyono 2009) arguing that qualitative research methods are methods used to examine natural object conditions (as opposed to experiments) where researchers are key instruments, data collection techniques are carried out triangulation (combined) data analysis is indicative and qualitative research results are more generalized.

This research was conducted from January to March 2020. Research on the implementation of principals' managerial competencies was focused on the Kasih Sea Kindergarten Pineleng District. The selection of research locations in the Kasih Sea Kindergarten Pineleng District, is based on the consideration that respondents provide maximum information on the problem in question. Data and Data Sources. Primary Data (main). Observation is obtained through direct observation. Questionnaires were obtained from respondents namely teachers, parents of students Interviews were obtained from informants consisting of:- The school supervisor-School Committee-Teacher. Secondary data (supporting) Data sourced is obtained through literature review, documents and related data: Magazines, archives and personal documents, school maps, school data, school reports, official, letters, evaluations or diaries.

The researcher is a key instrument in this research that observes, asks questions, tracks, understands, and analyzes all events that occur in the field. Researchers used supporting instruments such as field notes, tape recorders and photo cameras. In this study researchers as data collectors, therefore Moleong (2000: 96) suggests "that each researcher needs to foster a good relationship with research subjects in the form of rapport". Reports are the relationship between researchers and subjects who have fused so as if there is no again the dividing wall between the two. Thus subjects can voluntarily answer questions or provide information needed by researchers. The steps taken by researchers in collecting data in this study are as follows: a). In the initial stage, the researchers went directly to the location, complete with a permit from the competent authority so that the data collection process did not get into trouble and could be verified. b). When in the research location. Researchers conducted socialization at the Kasih Sea Kindergarten Pineleng District regarding research plans to avoid misunderstandings between respondents and researchers. Through adjusting and establishing good relations with the subject under study, as well as providing information to each other and trying to be able to obtain the fullest focus of the planned research.

4. Result and Discussion

The location of the research in TK Sea Sea, Pineleng District, Minahasa Regency. Kasih Sea Kindergarten is one of the schools included in the category of schools which are still many for improvements in terms of school infrastructure. Vision: "Together unite with all that is related to improve the quality of education in kindergartens prioritizing the teachings of God Almighty "Mission: Making active learning creative, effective, and enjoyable, as well as physically and mentally healthy for students so that they are able and achievers.

Implementation of Principal's Managerial Competence at the Kasih Sea Kindergarten.

Facilities and infrastructure are also a very important factor in supporting all forms of activities in schools both learning activities and other supporting activities in the Kindergarten Sea Sea Pineleng District, a leader in this case must be sensitive to see what are the shortcomings and school needs that become obstacles hindering academic activities, the principal in this case has the duty and responsibility to overcome this, Kindergarten Sea Sea Pineleng District has one of the most basic obstacles namely facilities and infrastructure such as outside games: swing, tipping, slide, sandbox , boardwalks, compound stairs. The game inside: blocks, books, dolls, TV, requires inadequate focus of the picture and video. In learning today is based on learning curriculum K13, therefore almost the majority of school activities are no exception learning activities hampered because of this.

The research findings show that the Principal of Kasih Sea Kindergarten Pineleng District in implementing their duties as a school supervisor has full professionalism in carrying out work assignments, and also the work behavior of principals in implementing managerial competence still needs to be improved in showing optimal school development. The principal is able to encourage / take decisions in the procurement of facilities needed in accordance with learning in kindergarten that is Learning, Active Innovative, Creative, Fun. Organizational

Development at the Kasih Sea Kindergarten Pineleng District, namely: By optimizing human resources who have tasks or division of tasks based on the potential and specialist capabilities possessed in their fields based on the main tasks and functions. School management towards learning that is carried out in kindergarten is the activity of "Learning while playing while learning" for the success of the quality of quality education in accordance with the objectives of the National education that is to educate the nation's life. Implementation of managerial competencies School principals in the Kasih Sea Kindergarten Pineleng District work enthusiasm for optimal learning achievement. Efforts to Overcome Obstacles to the Implementation of Managerial Competence in School Principals at Kasih Sea Kindergarten, Pineleng District

The principal's efforts in overcoming the obstacles in implementing the principal's managerial competence in the preparation of the school development plan at the Kasih Sea Kindergarten Pineleng District are as follows: The results showed that the lack of education and training. Principals who are basically able to support work professionalism and work behavior of principals in the implementation of managerial competencies such as in the Kasih Sea Kindergarten Pineleng District. Viewed from a theoretical perspective, the better the level of education and training of a person, the better the skills to build mental skills and promote positive thought patterns and act rationally in achieving optimal work productivity.

So that the implementation of education and training can contribute to the work performance of principals as supervisor, its implementation should be oriented towards the implementation of basic tasks, increasing productivity and increasing the ability and dedication to the principal. From the description that has been stated, that the implementation of education and training as an investment is not only reasonable but absolutely must be done. Every school organization must have a main activity that is an activity to achieve organizational goals or orientation is organizational effectiveness. For this to happen, these activities must be realized with training actions such as structural and functional training which are followed by the principal who will later increase work effectiveness in implementing academic supervision in schools. Education and training are needed by principals in carrying out their obligations and responsibilities in the development of education activities. On the other hand, principals in carrying out their duties in implementing the managerial competencies of principals are required to work professionally and accountably.

From this presentation, it can be concluded that the most important element in an organization is the quality of human resources. Because however sophisticated technology and management are used in an organization without the support of human resources who have the ability and professionalism, it cannot improve the quality of the organization. Professional capacity building can be obtained through training where the more principals attend training on managerial competence, the better the level of mastery of principals in implementing principals' competencies. Thus the optimal will be created. The findings of this study indicate that the work spirit of school principals can support the professionalism and work behavior of principals in implementing the competency of school principals in TK Sea Sea, Pineleng District

Based on these opinions, it can be concluded that morale plays an important role in improving one's performance. Therefore, performance standards really need to be formulated together with work spirit to be used as a benchmark in making comparisons of what is achieved and what is expected. Thus the relation between the work spirit and the performance of the principal in implementing the principal's managerial competence is highly functional, meaning that the better the morale of the principal, the higher the principal's performance in carrying out the task of developing school programs. High morale will contribute to improving the performance and performance of school principals in the Kasih Sea Kindergarten Pineleng District in implementing managerial competence.

This facility is an important component in carrying out all daily activities including teaching and learning activities at school, Kasih Sea Kindergarten Pineleng District, not only that, other supporting infrastructure such as inadequate class sizes, tables, chairs, books and other equipment it is not appropriate to use it also becomes an obstacle to the implementation of teaching and learning activities in schools. The school principal in this case has the responsibility to procure the school needs in question, namely by searching for breakthroughs, submitting an application to the Minahasa District Government through the Minahasa District Education Office regarding the provision of the intended advice and infrastructure as well as coordinating with parents students about things that are lacking in schools that can still be reached. It is one of the efforts that must be done by the school principal to overcome the lack of facilities that can hamper teaching and learning activities at school.

The research findings show that education and training on managerial competencies attended by the Head of Kasih Sea Kindergarten Pineleng District can make a positive and increasingly optimal contribution. This is because through education and training, professionalism in the implementation of tasks by the principal will be further increased. In addition, high morale and discipline possessed by the principal will be a motivation for other teachers. Procurement of facilities and infrastructure that are lacking in schools such as: outside games: swing, tipping, slide, sandbox, walkway, compound stairs. The game inside: blocks, books, dolls, TV, requires focus pictures and videos, submits a request to be realized to support the implementation of teaching and learning activities in schools. Based on this it can be concluded that education and training (training), high morale and work discipline and inadequate procurement of facilities and infrastructure, especially the problem of learning media, are efforts that can overcome obstacles that are obstacles in implementing managerial competence of school principals in Kasih Sea Kindergarten Pineleng District.

5. Conclusion

Based on the results of the author's research entitled "Implementation of Managerial Competence of School Principals at Kasih Sea Kindergarten Pineleng District", the following conclusions can be drawn.

1. Implementation of the principal's managerial competence at the Kasih Sea Kindergarten Pineleng District. 1) The school principal implements managerial competence by organizing at the same time knowing what is needed in one institution, in the smoothness of

teaching and learning activities in order to improve the quality of education in TK Sea Sea, Pineleng District.2) Can show performance that can be emulated. This means that the increasing level of managerial competence of principals has given the maximum in the provision of facilities and infrastructure such as games in the classroom and outside the classroom in order to achieve the planned program. 3) Principal's managerial competence at the Kasih Sea Kindergarten Pineleng District positive influence is responsible for success so that there is cooperation with teachers, and all stakeholders in the provision of facilities and infrastructure.

2. Constraints faced by the Implementation of Principal's managerial competencies are:
 - a. Principals are less professional in implementing managerial competencies.
 - b. Lack of discipline and work spirit of the principal in carrying out their duties and responsibilities as a school supervisor.
 - c. Availability of facilities and infrastructure, namely inadequate classrooms that do not support learning activities such as other facilities such as desks, indoor and outdoor playground equipment which are inadequate to be an inhibiting factor in the implementation of teaching and learning activities in general and in particular the implementation of managerial competence.

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