

## An Analysis of School Principal's Managerial Competencies on Accreditation Ranking

Yuserizal Bustami\*, Eka Putra

Department of Islamic Education Management, Institut Agama Islam Negeri Kerinci, Sungai Penuh, Indonesia

\*Corresponding Author: yuserizalbustami82@gmail.com

### Abstract

*Principals are educational institution leaders responsible for the management and growth of their schools. Principals with solid managerial skills can motivate school staff to work effectively and efficiently, thereby enhancing the performance of teachers and support staff. This study's objective was to identify variances in the managerial competence of school principals based on their accreditation ratings. This research employed a cross-sectional survey methodology. One hundred sixteen school principals participated in the survey. For data collection, researchers utilized the school managerial competence research scale. Developed hypotheses are evaluated using the ANOVA technique. The study results indicate that the managerial competency achievements of A-rated school principals are in the very high category, while those of B- and C-rated schools are in the high category. ANOVA analysis demonstrates differences in the managerial skills of school principals based on their accreditation ratings. This finding proves that the managerial competence of principals in accredited A schools is better than those leading schools that are accredited B and C. The ability of the principal to apply leadership principles will have a positive impact on the management of educational institutions. School principals need to increase their managerial competence through training, competency evaluation, and a greater understanding of the curriculum and education programs. In addition, it is necessary to recruit school principals objectively.*

**Keywords:** Managerial Competencies, Principal, Accreditation

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## INTRODUCTION

Principals are teachers assigned to lead and manage education units, such as kindergartens (TK), special kindergartens (TKLB), elementary schools (SD), special elementary schools (SDLB), junior high schools (SMP), special junior high schools (SMPLB), senior high schools (SMA), vocational high schools (SMK), special high schools (SMALB), and Indonesian School Abroad. The workload of school/madrasa principals is described in the Regulation of the Minister of Education and Culture Number 6 of 2018 Concerning the Assignment of Teachers as School Principals and the Regulation of the Minister of Religion of the Republic of Indonesia Number 58 of 2017 Concerning Madrasa principals, namely that the Principal of the school/madrasah carries out main managerial tasks, develops entrepreneurship, and supervises teachers and education staff (Peraturan Menteri Pendidikan Nasional Nomor 6 Tahun 2018 Tentang Penugasan Guru Sebagai Kepala Sekolah, 2018)

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 6 of 2018, concerning the Assignment of Teachers as School Principals, and the Regulation of the Minister of Religion of the Republic of Indonesia, Number 58 of 2017, regarding Principals of Madrasas, the primary duties of the Principal of the School/Madrasah are outlined. 1) preparing a medium-term work plan for 4 (four) years; 2) preparing an annual work plan; 3) developing curriculum; 4) determining the division of tasks and utilization of teachers and education staff; 5) signing diplomas, certificates of final exam results, certificates for replacement diplomas, and other academic documents; 6) fostering entrepreneurial values; and 7) evaluating the performance of teachers and education staff (Peraturan Menteri Pendidikan Nasional

Nomor 6 Tahun 2018 Tentang Penugasan Guru Sebagai Kepala Sekolah, 2018). In addition, the school principal's work manual lists the following responsibilities: 1) program planning; 2) work plan implementation; 3) monitoring and evaluation; 4) school leadership; and (5) information systems (Direktorat Pembinaan Tenaga Kependidikan Pendidikan Dasar dan Menengah, 2017).

Based on the preceding explanation, it is clear that the Principal must have a high level of competence in order to carry out his duties and responsibilities and achieve the desired outcomes. By possessing sufficient competence, school principals can ensure that the educational institutions they lead can provide quality education and adhere to established standards (Bitterová et al., 2014; Lisnerova et al., 2020). One of the competencies a school principal must possess is managerial competence.

Principal managerial competence can be defined as the ability of school principals to manage school resources, such as human resources, finances, facilities, and infrastructure, as well as educational programs and activities to achieve predetermined objectives (May et al., 2020). According to Kunandar, as a manager, the Principal must be able to manage so that all potential schools can operate optimally. This is possible if the Principal is competent in the following management functions: 1) planning; 2) organizing; 3) direction/control; and 4) supervision (Kunandar, 2007).

The school principal is obligated to adopt and implement jointly decided policies. In order to achieve harmony in educational organizations, a school principal must involve all personnel under his supervision in performing his duties. This is consistent with Kunandar's view that the effectiveness of a principal's leadership depends on his ability to collaborate with all school members and his control over school management to establish a teaching and learning process (Kunandar, 2007). The success of implementing education at the primary and secondary levels will depend on the availability of personnel, both in quantity and quality (Meditamar et al., 2022).

Several studies on the managerial skills of school principals have been conducted by researchers in the past, with mixed results. Multiple studies have revealed that some school principals must implement managerial competence effectively. Karweti's research indicated that school principals' managerial leadership needed optimally implemented (Karweti, 2010). In general, school principals in Indonesia cannot be considered professional managers because their appointments are based on something other than their skills and professional education but rather on their experience as teachers (Karweti, 2010). Most school principals need help performing managerial tasks such as strategic planning, decision-making, and human resource management (Mulyasa, 2015). Another study in Zimbabwe discovered that school principals needed more knowledge of management topics like curriculum development, financial management, and risk management (Mkumbo & Ngirande, 2013).

Karweti explained numerous impediments to achieving principal school professionalism, such as the need for more transparency in the appointment process and the failure to meet the requirements and criteria outlined in Permendiknas No. 13 of 2007 (Karweti, 2010). For example, the lack of managerial skills (competencies) in managing and developing teacher professionalism, the low mentality of the school Principal, which is characterized by a lack of motivation and enthusiasm and lack of discipline in carrying out tasks, and frequent late arrivals, the Principal's perspective is still limited. Numerous other factors inhibit professional school principals' growth from improving teacher quality and student achievement (H. Usman, 2017).

Problems associated with the inadequate managerial skills of school principals must be resolved. These issues will lead to additional issues still within the scope of their primary responsibilities and functions. The poor performance of teachers and education personnel will be one of the issues that will arise (Habibi, 2015; Suhardi & Yunita, 2018; Sumarni et al., 2017; Susmiyati, 2016). On the other hand, numerous studies demonstrate a positive correlation between school principals' managerial competence and student performance and achievement. For instance, research indicates that students of school principals with a high level of managerial competence tend to perform better on academic exams (Victor, 2017).

It is also feared that the school's low accreditation rating will be affected by the problem of insufficient managerial competence among its principals (Dewi I Made; Kasmuri, Kasmuri, 2014; Kamete,

2014; Mastuhu, 2003; Muraina & Babatunde, 2014). According to the National Accreditation Board for Schools/Madrasahs (BAN-S/M), school accreditation is an external assessment conducted by an independent accreditation body against quality standards that have been periodically reviewed to improve education quality. Accreditation outcomes are crucial for enhancing school quality and public confidence in the institution (BAN SM, 2023). According to Olsen & Leonard, school accreditation is a form of independent external evaluation that aims to ensure that an educational institution meets specific objectives, structure, processes, and outcomes standards (Olsen & Leonard, 2013). The evaluation is conducted using standards established by national or international accreditation bodies (Olsen & Leonard, 2013). Principal competency plays a significant role in the process of school accreditation. Principals must possess adequate managerial and leadership skills to ensure that the educational institutions they oversee meet accreditation requirements.

In this study, we compared the managerial competence of school principals according to their accreditation ratings. This research is still very rare in the context of education settings in Indonesia. In this study, we also classified school principals into three groups according to the accreditation criteria for educational institutions in Indonesia, namely A, B, and C. Several previous studies only described the competency of school principals in improving accreditation or examined the effect of the competency of school principals on some other variables. This research is anticipated to serve as the foundation for programs that policymakers create to increase school principals' competency and make more objective appointments of school principals.

## METHODS

### Research Design and Respondents

This study employed an online cross-sectional survey in which the questionnaire was entered into a Google form and then distributed through the social media platform WhatsApp. From December 2022 to January 2023, we have scheduled a roughly two-month period for data collection. All research partners who held positions as school principals were sent links to questionnaires, then asked to forward or post the link to other principals. When the respondent clicks the link, they will be prompted with several initial questions, including consent to become a respondent, identifying themselves, and questions regarding the Principal's managerial competency. This online survey format was chosen so that data collection could be conducted rapidly and broadly. Within two months, 116 school principals from the city of Sungai Penuh in the Jambi Province completed the questionnaire.

Table 1. Characteristics of Respondents

Variable	Category	Frequency	Percentage
Sex	Male	92	79.31%
	Female	24	20.69%
Education	Undergraduate (S1)	67	57.76%
	Master's Degree (S2)	49	42.24%
Length of Working Period	0 – 5 Years	0	0%
	6 – 10 Years	5	4.31%
	11 – 15 Years	86	74.14%
	16 – 20 Years	18	15.52%
	> 20 Years	7	6.03%
Experience as a school principal	< 5 Years	69	59.48%
	> 5 Years	47	40.52%
School Accreditation	A grade accreditation	26	22.41%
	B grade accreditation	74	63.79%
	C grade accreditation	16	13.79%

The characteristics of the respondents are displayed in Table 1. Most respondents were male, with 92 men (79.31%) compared to 23 women (20.69%). Based on the characteristics of the most recent education, 67 people (57.76%) held an undergraduate degree (S1), while 49 people (42.24%) held an undergraduate

degree (S2). Based on the length of service, 86 people (74.14%) had served between 11 and 15 years, followed by 16 to 20 years (15.52%), > 20 years (6.03%), and 6 to 10 years (4.3%). In addition, based on experience as a school principal, 69 individuals, or 59.48%, have five years of experience, while 47 individuals, or 40.52%, have > 5 years of experience. Based on the accreditation rating, 74 school principals, or 63.79 percent, lead B-accredited schools, followed by 26 individuals, or 22.41%, at A-accredited schools and 16 individuals, or 13.79 percent, at C-accredited schools.

### Data collection

This study collected data using a single scale, namely the managerial competency scale of school principals, which was developed by researchers based on sixteen indicators outlined in the Regulation of the Minister of National Education Number 13 of 2007 concerning Standards for School/Madrasah Principals and Regulation of the Minister of Education and Culture Research and Technology Number 40 of 2021 regarding School Principals. In addition, the 16 indicators were divided into 54 items using a 5-choice Likert scale (5 = always, 4 = frequently, 3 = occasionally, 2 = infrequently, and 1 = never). Before administering the scale to respondents, the scale was evaluated by three experts. Using SPSS, evaluate the validity and dependability of the instrument. Nine invalid items out of 54 needed to be eliminated so that the remaining 45 items were valid. In addition, the reliability test yielded a Cronbach Alpha value of 0.87, indicating that this scale is reliable.

### Statistical Analysis

Descriptive statistics were used to analyze the description of the data on the Managerial Competence of Principals/Madrasahs (mean, standard deviation, and percentage). To determine additional analysis techniques, the researcher then carried out an assumption test that took normality and homogeneity into account. The ANOVA formula, a statistical model used to analyze average differences between groups and related procedures (such as "variation" between groups), is used in hypothesis testing to determine whether there are differences in the managerial competency of school/madrasah principals in terms of accreditation ratings (Cramer et al., 2016; Kim, 2017). The difference is considered significant if the significance value is less than 0.05 (significance value 0.05).

## RESULTS AND DISCUSSION

### Results

Based on the verification of research data, as many as 116 data were processed from proper administration results. The research data description is presented in table 2.

Table 2. Descriptive Analysis of Principal Managerial Competence

Variables	Mean (SD)	Managerial Competency Level				
		Very low	Low	Moderate	High	Very High
A grade accreditation	199.6 (21.61)	0 (0)	0 (0)	0 (0)	10 (41.67)	14 (58.33)
B grade accreditation	184.4 (29.48)	0 (0)	0 (0)	9 (12.16)	59 (79.73)	6 (8.11)
C grade accreditation	175.0 (37.55)	0 (0)	0 (0)	7 (36.84)	8 (50.00)	1 (6.25)

Table 2 displays a descriptive analysis of the Principal's managerial competence. A school principal's average managerial competency score is 199.6, with a standard deviation of 21.61. This demonstrates the accomplishments of respondents in the highest category. There were 14 respondents, or 58.33%, in the very high category, while there were ten respondents, or 41.67%, in the high category. There were no respondents in the very low, low, or medium categories. In addition, at B-accredited schools, the mean score was 184.4, and the standard deviation was 29.48, indicating a high level of achievement. Fifty-nine respondents, or

79.73%, fell into the high category, followed by 9 in the medium category, 9 in the very high category, and 6 in the very high category. There were no respondents in the very low and low categories. At C-accredited schools, the mean score was 175.0, and the standard deviation was 37.55, indicating a high level of achievement. Eight respondents, or fifty percent, fell into the high category, followed by seven in the very high category (36.84%), one in the very high category (6.25%), and no in the very low or low category categories.

Using a one-way ANOVA test, the hypothesis is examined. Normality and homogeneity are conditions that must be satisfied for the ANOVA test. Using the Lilliefors Test to process the data, the significance for all variables is 0.200. In addition, the homogeneity calculation yielded  $F = 0.007$  with a significance of 0.93. Since the significance of 0.932 is greater than the significance level of 0.05, it can be concluded that the variance of the data on the Principal's managerial competency is homogeneous. Thus, the requirements for homogeneity for comparative analysis are met.

Using the One Way ANOVA data analysis method, hypotheses were examined. The testing of hypotheses was conducted after the data analysis requirements were met. The results of testing the research data analysis indicate that the frequency distribution of the tested data was normal and homogeneous. This study tests the hypothesis that principals with the A, B, and C credentials differ in managerial skills. The data were examined using the SPSS (Statistical Product and Service Solution) for Windows Release 25.00 statistical program. The hypothesis testing to examine the difference in managerial competence of school principals based on accreditation rank A, B, and C is presented in Table 3.

Table 3. Differences in Managerial Competencies of Principals Accredited A, B and C

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7170.844	2	3585.422	3.952	.022
Within Groups	102506.949	113	907.141		
Total	109677.793	115			

Table 3 presents the results of hypothesis testing. With degrees of freedom (df) of 115, table 3 produces an F-value of 3.952 and degrees of freedom (df) of 115. Moreover, since  $\text{Sig. } 0.022 < 0.05$ , there is a significant difference in managerial competency among school principals in schools accredited A, B, and C. of school principals between A, B, and C accredited schools.

## Discussion

Principals must possess a high level of competence to assume their duties and responsibilities and achieve the collectively determined objectives. One of the competencies a school principal must possess is managerial competence. According to Kunandar, as a manager, the Principal must be able to manage so that all potential schools can operate optimally. This is possible if the Principal is competent in the following management functions: 1) planning; 2) organizing; 3) direction/control; and 4) supervision (Kunandar, 2007). A study revealed that school principals must be able to formulate strategic directions and implement effective staff policies, instill in school personnel the belief that every student is capable of achieving academic success, foster staff professionalism, manage school facilities and infrastructure, and collaborate closely with parents (Bairašauskienė, 2017).

The study demonstrates, with a significance level of 0.022, that there are significant differences in the managerial competence of school principals based on school accreditation ratings. Compliance with the eight National Education Standards (SNP) affects the improvement of madrasah education quality and contributes to accreditation success, according to Farida (Hanun, 2015). Accreditation is influenced favorably by a principal's administrative expertise. Principals with management skills can optimize available resources to achieve school objectives, thereby enhancing the quality of education in these schools. In addition, school principals with solid managerial skills can lead and motivate their staff to achieve the established goals.



The findings of this study support several previous research. According to research conducted by Tirta & Dewi, the competence of school principals has a significant impact on teacher competence, which in turn has a significant impact on national education standards (Dewi I Made; Kasmuri, Kasmuri, 2014). According to Ningsih, Herawan, & Sutarsih, the managerial performance of school principals and school climate have a combined effect on school quality (Ningsih et al., 2016). In addition, other studies indicate that the managerial abilities of school principals have a positive effect on school quality, that school climate has a significant positive effect on school quality, and that the managerial abilities of school principals and school climate have a significant positive effect on school quality when considered together (Damayanti, 2017). The managerial ability of school principals and the school climate are crucial factors that must be developed to improve school quality, particularly in the controlling, school climate, and output dimensions.

Several previous studies have also demonstrated that the managerial competence of school principals will significantly impact the educational quality in these schools (Idris & Mesiono, 2019). In addition, Idris & Mesiono found that school principals must be able to properly prepare annual programs, direct teachers and education staff in the performance of their duties, motivate teachers to increase teacher professionalism, and maximize school facilities and infrastructure (Idris & Mesiono, 2019). Specifically, the findings demonstrate that the Principal's managerial and supervision competencies influence satisfaction and commitment (Rachmawati & Suyatno, 2021), productivity (Azainil & Komariyah, 2021), and teacher performance (Ibrahim, 2018; May et al., 2020; Sujadi, 2018; Sujadi et al., 2019). Similarly, the study by Kartini, Kristiawan, & Fitria found that the Principal's leadership, academic supervision, and professional competence significantly impacted teacher performance (Kartini et al., 2020). Improved performance in some of these areas will result in a higher accreditation grade.

Principals with solid managerial skills can enhance school performance and attain more excellent accreditation. This occurs because school principals with managerial skills can plan, organize, direct, and control school-owned resources efficiently and effectively, thereby enhancing school performance (N. Usman et al., 2018). Principals with a high level of managerial expertise can also improve the quality of education in their schools, allowing them to achieve a higher level of accreditation. Effective management of human, financial, and material school resources can help school principals improve the quality of education in schools (Kamete, 2014).

The school principal is obligated to adopt and implement jointly decided policies. In order to achieve harmony in educational organizations, a school principal must involve all personnel under his supervision in the performance of his duties. According to Usman *et al.*, the effectiveness of the Principal's leadership depends on his ability to cooperate with all school members and control school management to create a teaching and learning environment. The success of implementing education at the primary and secondary levels will be determined by the quantity and caliber of the available personnel (H. Usman et al., 2011).

As the manager of education, the Principal is responsible for the successful implementation of educational activities by performing school administration in its entirety. In addition, as a manager, the Principal has the responsibility to develop personal performance, particularly among teachers, to the expected level of professionalism (Istikaroh, 2019). Several factors, such as limited abilities and skills, unstable personality, low work motivation, low salary or rewards, unfavorable environmental factors, lack of appreciation, limited facilities and infrastructure, and limited funds, contribute to the managerial incompetence of school principals; a solution must be sought immediately (Arum, 2017). By considering the outcomes of an in-depth analysis of the performance of school principals, problem-solving priority areas can be identified (Arum, 2017).

This investigation has a number of limitations. First, the Principal's managerial competence is measured solely through a questionnaire. The obtained results have the potential to be biased. There is a need for a more comprehensive evaluation of this aspect through in-depth interviews. Second, the data processing in this study still needs to be expanded to testing differences in the managerial competency of school principals using ANOVA; there is a need for a more in-depth analysis, such as examining the impact on school performance as a whole. Thirdly, this study's sample comprises elementary, junior high, and high

school principals. Future research can categorize these criteria, as the management of these schools may differ in terms of both policy and implementation.

## CONCLUSION

According to the study's findings, there are differences in the managerial competence of school principals based on their accreditation status. The descriptive analysis revealed that the managerial competence of A-rated school principals was extremely high, while B- and C-rated schools were high. Improving the quality of education in schools requires a high level of principal managerial competence. Principals with a high level of managerial competence can effectively manage existing school resources to maximize their potential and achieve the desired educational outcomes. A school Principal with a high level of managerial expertise will establish good school governance, allowing every aspect of education to be managed properly and optimally.

This research has implications for the significance of increasing the managerial competence of school principals through various strategies, such as training activities and competency evaluations. Principals must also increase their knowledge of curricula and educational programs to manage and create programs that meet the needs of students. Furthermore, it is necessary to recruit school principals objectively.

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