Research Article

The Effect of Managerial Skills (Conceptual, Human, and Technical) of Headmasters to the Effectiveness of Islamic Senior High Schools in Jombang District

Ilzamatul Mukarromah[1,a], Mudjito[1,b], Endang Purbaningrum[1,c]

[1]Department of Education Management, Postgraduate Program of State University of Surabaya, Surabaya, Indonesia

[a] ilzamukarromah@gmail.com; [b] dr.mudjito@unesa.ac.id; [c] dr.endang.purbo@unesa.ac.id

Corresponding Author
Whatsapp number: [085645991160]

ABSTRACT

This study aims to determine the effect of managerial skills of a headmaster to the effectiveness of islamic senior high school in Jombang District. This research is a quantitative study with a type of survey approach. Data were collected by distributing questionnaires to 100 respondents, namely teachers from 4 islamic senior high schools in Jombang District as samples of this study. The research data were obtained from a questionnaire containing 45 statements regarding managerial skills and school effectiveness. The results of this study found that managerial skills of a headmaster affected school effectiveness. The results of the test of the individual parameters significance state that managerial skills (conceptual, human, and technical) are respectively influential by 72%, 75%, and 62% on school effectiveness. Meanwhile, simultaneously managerial skills have an effect of 77% on school effectiveness.

1. INTRODUCTION

Education is the most important and vital aspect in human life, education is a form of effort in improving the quality of human life throughout his life, education makes humans able to develop and experience progress. In Indonesia, education is the most important aspect in educating the public, but education in Indonesia at this time has not been able to fully compete with education in developed countries. Facing the competition between nations, education in Indonesia is demanded to be able to produce skilled human beings who have the advantage to answer global challenges. In this context education in Indonesia for now requires a lot of systematic evaluation and improvement.

One of the complicated problems that is being faced by the Indonesian people is the low quality of education. In 2015 the Indonesian Human Development Index (HDI) of 0.689 was at the 113th level out of 188 countries in the world. This reality is a formidable challenge for the Indonesian people to improve human resources, especially facing the current 4.0 era which is very sophisticated.

School areeducational institutions where teaching and learning process occurs, so that schools should be led and managed with good management policies in order to provide a platform for the development of creativity and innovation. According to Komariah (2005: 33), the most important foundation and headmaster towards an effective school is a statement that all children have the right to learn. However, in reality the effectiveness of schools in the form of senior high school performance in Indonesia has not been achieved to the fullest, this is proven from the low percentage of accreditation results achievement of senior high school/islamic senior high school in East Java recorded at 24.8% achieving A accreditation, 25% achieving B accreditation, and the rest accredited C or not accredited. Whereas, in Jombang itself it was noted that the senior high schools/islamic senior high schools that achieved A accreditation were only 19.5%, those which achieved B accreditation were 43.9%, and the rest were accredited C or not accredited (Puspendik, 2016). This shows that the performance (effectiveness) of senior high schools in East Java especially in Jombang has not been carried out optimally, so that more efforts are needed to improve effective school performance.

Danim (2007: 96) stated that a headmaster is

considered as the key person in the effort to realize the school to become a center of excellence in moulding and developing human resources. Whether the school is effective, becomes a successful school or vice versa, all depend on the role of a headmaster. Segiovani (Danim, 2007: 97) drew a conclusion that there are no students who cannot be educated, there are only teachers who do not succeed in educating. Furthermore, there are no teachers who do not succeed in educating, there are only school principals who are unable to make teachers successful as educators.

Effective schools are schools that can optimize all resources and processes for the achievement of educational organizations outputs. Optimizing input and learning processes indicates the existence of adequate learning process services in the interests of learning. Mogambi (2015) stated that there are five characteristics of schools, namely:

1. Leadership and attention of headmaster to the teaching quality
2. Deep understanding of teaching
3. A comfortable and orderly climate for the ongoing teaching and learning system
4. Hope that all students will master at least certain sciences
5. Student assessment based on measurement of learning outcomes

In a study conducted by Katz (1970), it was stated that a manager, in this case the headmaster, must have three basic skills, namely conceptual skills, human skills, and technical skills. Like the opinion of Hersey (1997), in carrying out managerial tasks a leader must have three areas of skill namely technical skills, human skills, and conceptual skills. Robins (2003: 7) also argued that managerial tasks consist of three types of aspects namely conceptual skills, human skills and technical skills.

The principal as a school manager must master three managerial skills. Concept skills are the ability to see a variety of problems globally and relate to the needs and goals of an organization, these skills are very important because they relate directly to the planning and decision making process. Human skills are the ability to establish relationships with others, in this case the principal has a major role in motivating educators and education staff to achieve school goals. While technical skills are skills in terms of methods, procedures and operating tools, although the principal has the highest position in the school, the principal has several administrative tasks that are directly related to technical skills.

An effective headmaster must be able to give direction to teachers and other employees in an effort to achieve school goals. Without good managerial competence, the relationship between individual goals and organizational goals may become weak. Therefore the principal as a school manager is an important factor in determining the success of an organization in achieving its goals.

1. Conceptual Skill

Katz (1970) stated that conceptual skills are generalanalytical abilities, logical thoughts, fluency in shaping concepts and conceptualization of complex and ambiguous relationships, creativity in idea making and problem solving, and the ability to analyze events and feel trends, to anticipate change, and to recognize opportunities and potential problems. According to Danim (2010, 73), he stated that conceptual skills are the ability to organize thoughts, to understand various theories in their fields, to take action and to see trends based on theoretical abilities needed.

Stoner and Freeman (1992) revealed that conceptual skills are the skills to coordinate and to integrate all organizational interests and activities. That includes the skills of leaders to see an organization as a whole, to understand all interrelated organizational elements and to anticipate all forms of change that can occur in every part relating to the performance of an organization.

2. Human Skill

Human skills are the skills of human relations, that is, the skills in establishing relationships with others. According to Katz (1970), human skills are knowledge of human behavior and the relationship between one person and another person, the ability to understand feelings, attitudes, and motivations of the words and others' behavior, the ability to communicate clearly and effectively, and the ability to form cooperative and effective relationships.

Stoner and Freeman (1992) stated that human skills are skills in working with others, capability ro understand others, and ability to provide motivation to others both in terms of individuals and in groups. According to Danim (2006), human skills are the ability to place themselves in a work group and the ability to communicate that can create satisfaction for two parties.

Human skills have a very large part in an organization. This is based on humans as a unique basis and is not the same as nothing else like infrastructure. Sutisna (1993: 129) stated that human skills are the authority of a headmaster in making two-way communication good within the school environment and other communities and the creation of a comfortable work environment, to improve the capabilities of the school components.

3. Technical Skills

According to Katz (1970), technical skills are the intelligence of methods, procedures, processes, procedures and techniques in carrying out special activities, and the skills in operating equipment and devices which are relevant to these activities. Meanwhile, George R. Terry (2008) stated that technical skills are abilities in using a specific activity in the form of processes, procedures and techniques; also, technical skills allow the implementation of the mechanisms needed to carry out certain tasks, like the opinion of Handoko (1992: 37) which stated that technical skills are skills in using

equipment, procedures and techniques in a particular field, such as accounting, sales, production, etc.

According to Sutisna (1993), in the aspect of educational, technical skill is headmaster's ability to understand, to respond as well as to be expert in the use of methods that are not in teaching, namely financial knowledge, reporting, scheduling and maintenance. Therefore, the headmaster's technical skills can directly monitor the teaching carried out by the teachers in the school, and the teachers will automatically be motivated to find teaching methods and techniques in the classroom. The headmaster should have developed and established techniques that can be applied by teachers and employees in a targeted manner, so that the objectives of the school can be realized as expected.

Based on the explanation above, the formulation of the problem in this study is whether there is an influence of the managerial skills (conceptual, human, and technical) of a headmaster on the effectiveness of Islamic Senior High School in Jombang District.

2. METHODS

The research design used in this study was a quantitative research design with a survey approach. The survey approach was used in this study by distributing questionnaires to the research respondents.

The design of this study can be described as following. In this study, the study population was Islamic Senior High

School in Jombang District. The study samples taken were 4 Islamic Senior High Schools consisting of 2 Public Islamic Senior High Schools (MAN 1 and MAN 4) and 2 Private Islamic Senior High Schools (MA Al-Bairunny and MA Bahrul Ulum). Data collection in this study was extracted from 100 teachers from the 4 schools mentioned above as respondents. The time of the study were committed in July 2019.

The instruments and data collection techniques in this study were a questionnaire as the primary instrument, and documentation as a companion instrument. The questionnaire contained 45 statements regarding the headmaster's managerial skills and school effectiveness. The research instrument in this study consisted of the headmaster's conceptual skills questionnaire, the headmaster's human skills questionnaire, and the headmaster's technical skills questionnaire. The questionnaire had passed the stages of validity and reliability testing.

Data collection had been done, the next step is data analysis. The analysis techniques used in this study are:
1. Research Design normality test, linearity test, and heterokesdasticity test.
2. Hypothesis test, which consists of the test of the significance of individual parameters (t test), and the simultaneous significance test (F test).
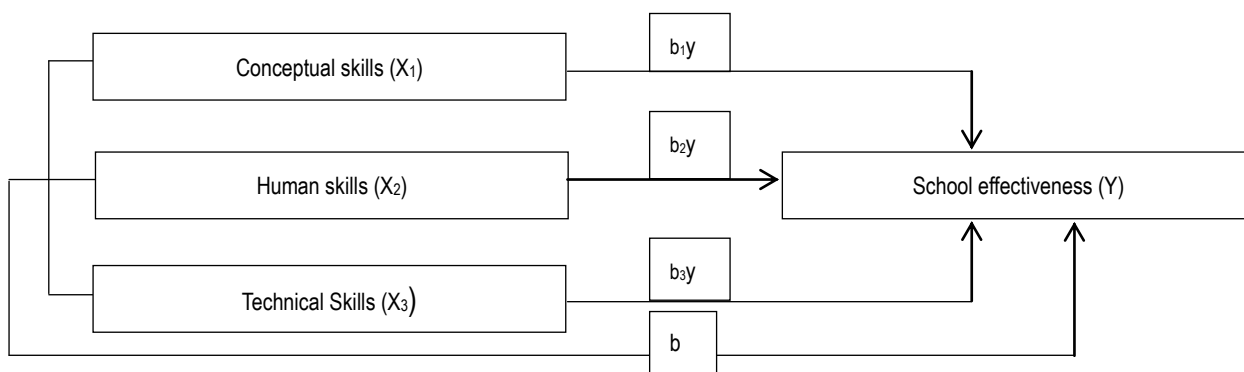

Figure 1. Design of Study

3. RESULTS AND DISCUSSION

The variable of the headmasters' conceptual skills was arranged based on four indicators with 8 statements. The avarage score generated from 100 respondents was 3.25. Variable (X2) of the headmasters' human skills was arranged based on four indicators with 10 statements with an average value of 3.18. Variable (X3) headmasters' technical skills was arranged based on two indicators with 5 statements. The score generated from 100 respondents was 3.12. Variable (Y), the effectiveness of the schools, was arranged based on four indicators with an average value of 22 statement items. The average score generated from 100 respondents was 3.33.

Before a data hypothesis test was performed, the

prerequisite test analysis had to be done first. The prerequisite tests conducted in this study included the normality test, linearity test, and heterokedasticity test. All of the prerequisite tests had been fulfilled and declared eligible for a regression analysis test (t test and F test).

The data normality test criteria is if the significance value > 0.05, then the data is considered normal distribution, but if the significance value < 0.05, then the data is considered not normally distributed. The results of testing the normality of data from the effectiveness variables of madrasas, principals' concept skills, principals' humanity skills, and principals' technical skills using SPSS 16 assistance namely the Kolmogrov-smirnov test are below.

Table 1. Variable Normality Test Results Madrasah Effectiveness, Concept Skills, Human Skills, and Technical Skills

Variable	Sig	Description
Madrasah Effectiveness	0.475	Normal
Concept Skills	0.038	Normal
Human Skills	0.056	Normal
Technical Skills	0.010	Normal

Based on the above table, it can be concluded that the effectiveness of madrasah variables has a value of sig = 0.475 > 0.05; concept skills variable has a value of sig = 0.038 > 0.05; human skills variable has a value of sig = 0.056 > 0.05; and technical skills variables have a sig = 0.010 > 0.05. Because the significance value of each variable is > 0.05, the normality test shows that all of the four variables are normally distributed.

The significance value category is if the significance value > 0.05 which means that there is a linear relationship between the X variable with the Y variable, and vice versa. This linearity test was carried out with the help of the SPSS 16 program which is the result of the linearity test below.

Table 2. Linearity Test Results Variable Madrasah Effectiveness, Concept Skills, Human Skills and Technical Skills.

Variable		Sig	Description
Conceptual Skills with School Effectiveness	*Deviation from Linearity*	0.115	Linear
Human Skills with School Effectiveness	*Deviation from Linearity*	0.896	Linear
Techinical Skills with School Effectiveness	*Deviation from Linearity*	0.287	Linear

From the table data explanation above, it can be seen the results of the linearity test using SPSS 16, stating that the value of Madrasah Deviation from Linearity effectiveness on concept skills (Y*X1) = 0.115, the value of Madrasah Deviation from Linearity on the effectiveness of human skills (Y*X2) = 0.896, and the value of Deviation from Linearity the effectiveness of madrasas on technical skills (Y*X3) = 0.287, shows that there is a linear relationship between the independent variable and the dependent variable as evidenced by the significant value of each variable > 0.05.

The autocorrelation test is one of the classic assumptions tests in multiple regression analysis. Autokoleration test is used to see whether there is a correlation between a period t with the previous period (t-1). The autocorrelation test is only used for time series data and there is no need to do an autocorrelation test on the questionnaire data where variable measurements are carried out simultaneously at the same time.

VIF test criteria how to see whether the VIF value of each variable is greater than 10 or vice versa. If the VIF value is greater than 10 then it can be declared to have multicollinearity symptoms, and vice versa if the VIF value is less than 10, it can be stated that it does not have multicollinearity symptoms. Criteria for tolerance value is if the tolerance value is greater than 0.10, there will be no multicollinearity symptoms, and vice versa if the tolerance value is smaller than 0.10, then there will be multicollinearity symptoms.

Table 3. Multicollinearity Test Results Variable Concept Skills, Human Skills, and Engineering Skills.

Variable	Tolerance	VIF
Conceptual Skills	0.149	6.689
Human Skills	0.187	5.359
Techinical Skills	0,197	5.070

From the results of the multicollinearity test that has been described in the above table, it can be concluded that there are no multicollinearity symptoms for these variables, because based on the testing criteria VIF value < 10 and tolerance value > 10. Then stated the variables above do not have symptoms of multicollinearity.

One way to find out whether there is heterokedasticity can be seen through the Scatterplot image pattern. It is stated that heteroscedasticity does not occur if:

1. Data points spread below and above or around the number 0.
2. the points do not converge at one point.
3. spread points do not form patterns
4. spread points do not form wavy patterns.
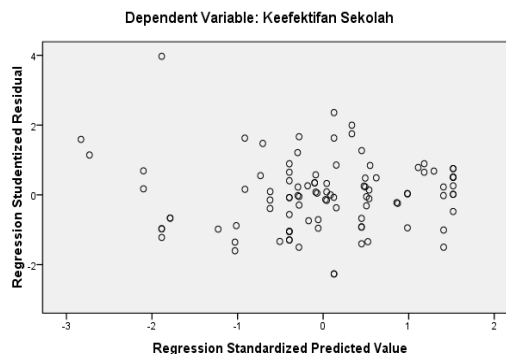
Figure 2. Results of Data Analysis

To determine the effect of each variable X (conceptual, human, and technical skills) on the Y variable (school effectiveness), the significance of individual parameter (t-test) was conducted.

Table 4. Statistical Test Results of t Variable of Conceptual Skills, Human Skills, Technical Skills and School Effectiveness.

	t	Sig	R square
Conceptual Skills with School Effectiveness	3.180	0.002	0,72
Human Skills with School Effectiveness	4.602	0.000	0,75
Techinical Skills with School Effectiveness	-0.019	0.985	0,62

After finding the results of SPSS 16, it was resulted value t of conceptual skills on the effectiveness of schools = 3.180, the value of human skills and effectiveness of

schools = 4.602, and technical skills on the effectiveness of schools = -0.019. Judging from the results of the t test, it is known that the tcount of each variable > t_{table} = 1.9849. It can be said that the three variables X affects the variable Y.

Significance value of the variable of conceptual skills to school effectiveness = 0.002, human skills to school effectiveness = 0,000, and technical skills to school effectiveness = 0.985. While the decision making was stated that the influence was significant if the sig value < 0.05. Consequently, it can be said that the conceptual skills on school effectiveness and human skills on school effectiveness have significant effects, while the relationship between technical skills and school effectiveness has no significant effect.

Regarding how much influence between each variable X on variable Y, it can be seen from the value of R square. From the results of regression tests that had been conducted by researchers, it was sequentially found that the large R square conceptual skills on school effectiveness = 0.72 or 72%, human skills on school effectiveness = 0.75 or 75%, and technical skills on school effectiveness = 0, 62 or 62%. From the results mentioned above, it shows that the three variables X have a big influence on school effectiveness.

Based on the findings made by researchers, the managerial skills (conceptual, human and technical) of the headmaster greatly affect the effectiveness of the school. This is proven from the results of the anova test that had been carried out, obtained the value of Fcount> Ftable, where the value of Fcount = 111.903 and Ftable with a value of 2.699. It can be concluded that the variable X simultaneously influences the variable Y. The hypothesis is accepted with a significance level <0.05 which is equal to 0.00, therefore it can be interpreted that the variable X simultaneously has a very significant effect on Y. In other words, it can be said that managerial skills simultaneously have a 77% effect with a Sig of 0.00 to school effectiveness.

Conceptual skills of school principals influence the effectiveness of Madrasah Aliyah in Jombang District. In this study the effect of concept skills on school effectiveness by 72% with a Sig of 0.002. This shows that concept skills significantly influence school effectiveness. Therefore, it can be said that good school principal concept skills also contribute to efforts to improve school effectiveness. But on the contrary, if the principal's concept skills are lace, the level of school effectiveness will be low.

The principal's human skills affect the effectiveness of Madrasah Aliyah in Jombang District. The results showed that human skills contributed 75% with a significance value of 0.00 on school effectiveness. This shows that human skills significantly influence efforts to improve school effectiveness. Conversely, if the principal's human skills are low, then the school effectiveness level is also low.

The principal's technical skills affect the effectiveness of Madrasah Aliyah in Jombang District. The results of this study indicate that the influence of the principal's technical skills by 62% with a sig value of 0.985. This shows that there is an insignificant influence of the principal's technical skills on school effectiveness. So it can be concluded that technical skills affect the effectiveness of schools, but not significant, which means that if the technical skills are not owned by the principal, it does not significantly influence the effectiveness of the school.

Managerial skills (concept, human, and technical) have a simultaneous effect on school effectiveness. Based on the results obtained from the ANOVA test that has been done, the value of F_{count} > F_{table} is obtained, where the value of F_{count} = 111.903 and F_{table} with a value of 2.699. then it can be concluded that the variable X simultaneously affects the variable Y. The hypothesis is accepted with a significance level < 0.05 which is equal to 0.00, therefore it can be interpreted that the variable X simultaneously has a significant effect on Y. So that it can be concluded that the third managerial skills (concept, human and technical) significantly influence school effectiveness simultaneously, so the principal should master all three managerial skills in an effort to increase school effectiveness.

4. CONCLUSION

Based on the results of the discussion described above, it can be concluded that managerial skills consisting of conceptual skills, human skills, and technical skills have a great influence on school effectiveness. It is proven by the results of the simultaneous significance test (t test) effect of 77%. For each variable X (conceptual, human and technical skills) sequentially affected 72%, 75% and 62%. Therefore, this study reinforces previous research and theories which stated that managerial skills affect school effectiveness.

The headmaster cannot rely solely on any of the managerial skills, but all three managerial skills contribute to achieving effective schooling, so that the headmaster masters the three managerial skills, namely concept skills, human skills and technical skills.

REFERENCES

Cameron, Whetten. (1983). Developing Management Skills, second Edition. Harper Collins Publisher.

Danim, Sudarwan. (2006). Inovasi Pendidikan dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan. Bandung: Pustaka Setia.

Danim, Sudarwan. (2010). Kinerja Staff dan Organisasi. Bandung: Pustaka Setia.

Depdiknas. (2003). UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: Biro Hukum dan Organisasi Setjen Depdiknas.

Etzioni, Amitai. (1964). Modern Organizational. New Jersey: Prentice-Hall Inc.

Handoko, Hani. (1992). Manajemen. Yogyakarta: BPFE

Hersey, Paul and Kenneth H. Blanchard. (1977). Management of Organizational Behavior: Utilizing Human Resources, Third Edision. New Jersey: Prentice Hall Inc.

Komariah, A dan Triatna, C. (2005). Visionary Leadership menuju Sekolah Efektif. Jakarta: Bumi Aksara.

Mackenzie, Scott B. (1983). Organizational Citizenship Behavior: its nature, antecendent, and consequences. London: Sage Publications.

Mogambi, George. (2015). Influence of Managerial Skills on Performence of Departmental Heads in Public Secondary School: A Survey of KISII Central Sub-Country. http://internationaljournalcorner.com/index.php/thei jbm/article/view/129501, diakses pada 26 Februari 2019.

Robbins, Stephen P. (2003). Prinsip-Prinsip Perilaku Organisasi. Edisi Kelima, Jakarta: Erlangga. Mohammadkhani, N., R. Heidari. 2008. Drought induced accumulation of soluble sugars and proline in two maize varieties.J. World Appl. Sci.3(3): 448-453.

Scheerens, Jaap (Penerjemah Abas al-Jauhari). (2003). Menjadikan Sekolah Efektif. Jakarta: Logos Wacana Ilmu.

Sergiovanni, Thomas J. (1987). Educational Govermence and Administration. New Jersey: Prentice Hall inc.

Sevila, Consuelo G. (2007). Research Methods. Quezon City: Rex Printing Company.

Steers, Richard M. (1980). Efektifitas Organisasi. Jakarta: Erlangga.

Stoner, James A.F., Freman, R. Edward, Gilbert, Jr. Daniel R. (1992). Manajemen. Jakarta: Prenhalindo.

Sujarweni, V. Wiratna. (2014). SPSS untuk Penelitian. Yogyakarta: Pustaka Baru Press.

Sutisna, Oteng. (1993). Administrasi Pendidikan Dasar Teoritis dan Praktis Profesional. Bandung: Angkasa.

Taylor, B.O. (1990). Case Studies in Effective Schools Research. Kendal: Hunt Publishing Company.

Wahyudi, Imam. (2008). Mengejar Profesionalisme Guru. Jakarta: Prestasi Pustaka.

Yukl, Gary A. (2001) Kepemimpinan dalam Organisasi. New Jersey: Prentice-Hall Inc.