

# Principal Managerial Ability Evaluation Instrument Design of Vocational High School

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**Submission date:** 25-Aug-2020 06:10PM (UTC+0700)

**Submission ID:** 1373841009

**File name:** FT\_PONTO\_KI\_9\_PROSIDING\_INTER\_Principal\_Managerial.....pdf (439.31K)

**Word count:** 3299

**Character count:** 17912

# Principal Managerial Ability Evaluation Instrument Design of Vocational High School

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**Keywords:** Principal, Managerial Ability, Evaluation, Instrument Design, Vocational Education

**Abstract:** There are many issues that develop that someone who serves as a principal at a vocational school in the province of North Sulawesi is only due to political factors not based on managerial ability. The purpose of this study was to design an instrument for evaluation of managerial capability of vocational secondary school principals in North Sulawesi. The instrument design results have shown to be valid and can be used to collect research data in order to evaluate the managerial skills of vocational school principals in North Sulawesi.

## 1 INTRODUCTION

Technological progress in the era of increasingly modern industry today characterizes a knowledge-based economy, so that the state needs human resources (HR) who have multiple skills (Oketch, Green, & Preston, 2009). Vocational high school (SMK) is a vocational education that is being developed in Indonesia. Vocational education is part of the education system that prepares human resources to be better able to work in a group of jobs or one field of work or one field of work than other occupations. Vocational / vocational education aims to meet people's needs for labour (Evans, 1978). Vocational education is very important to be carried out to prepare students to work. Vocational / vocational education and training activities are a process to prepare students who have skills, skills, understanding, behavior, attitudes, work habits, and appreciation of the jobs needed by the business community / industry, supervised by the community and government or in contracts with institutions and based on productive (Pavlova, 2009). This explains that vocational education is very strategic to produce reliable human resources. Local, national and global workforces have implications for vocational education (Hiniker & Putnam, 2009). This needs to be considered, especially in the face of increasingly open competition after the implementation of the Asean Economic Community (AEC). Various

partnerships in the MEA era are goods or services and the labor market. If the global flow is not anticipated, the workforce, especially vocational graduates will be unable to compete with workers from outside the country; this implication has been felt because the issue of labor at various levels from abroad has entered the territory of Indonesia.

Vocational education is included in technology and vocational education as explained in Law Number 20 of 2003 that technology and vocational education is divided into 3 parts, namely: (1) Vocational Education, is secondary education that prepares students primarily to work in certain fields; (2) Professional education, is a tertiary education after an undergraduate program that prepares students to have jobs with special requirements; and (3) Vocational education, is higher education that prepares students to have a job with certain applied expertise, with a maximum equivalent to an undergraduate program. Thus Vocational Schools are very important to create resources ready to plunge into the business and industry world. This can lead to unemployment. Therefore, it is expected that SMK graduates can produce quality graduates according to the demands of the business world and industry. So that schools are one of the important components to produce quality graduates, as stated by Mulyasa (2009), which is one of the most important components of education in improving the quality of education. In order to obtain quality graduates, the principal must have adequate

managerial skills or skills. Several studies have been conducted related to this research (Egboka, Ezeugbor, & Enueme, 2013; Kemal & Setyanto, 2017; Mukherjee, 2013; Muraina, 2014; Paturusi, 2017).

## 2 LITERATURE STUDY

### 2.1 Principal of SMK as Managerial

The Principal is an important part of the school committee structure within a school, both from the level of basic education, to the level of secondary education, from elementary to high school / vocational school. The principal is a leader who runs all forms of school activities, both operational activities, as well as non-operational activities related to the school and its structure. The Principal is the highest leader in school. The pattern of leadership will be very influential and even determine the progress of the school. Therefore in modern education the leadership of the principal is a strategic position in achieving educational goals. In the Indonesian General Dictionary (Pöerwadarminto, 1976) the etymology of the principal is the teacher who leads the school. This shows that the terminology of the principal is defined as the functional power of the teacher who is given an additional task to lead a school that organizes the teaching and learning process which is where interaction occurs between the teacher who gives / presents the lesson and the student receives the lesson. Thus the principal holds a strategic position for the advancement of educational institutions. Edmonds's (1979) study of successful schools in New York shows that there will never be a good school led by a low-quality principal. A good school will always have good principals (Sagala, 2007).

In the regulation of the Minister of National Education No. 13 of 2007 concerning Standards for School / Madrasa Affirmations, there are 5 comparisons that the principal must possess, namely dimensions of personality competence, dimensions of managerial kempotability, dimensions of entrepreneurship, and dimensions of supervision, social dimensions. Wahyudi (2009: 28) states that the competence of principals is the basic knowledge and values reflected by the principal in the habit of thinking and acting consistently which enables him to be competent or capable in making decisions about the provision, utilization and improvement of potential resources to improve quality education at school.

Based on the explanation, the principal is the school manager, has a big responsibility in managing the school he leads. The success of the principal in managing his school is inseparable from the ability of the principal as a leader in carrying out his function and role as principal (Widodo, 2007). There are three groups that are the target of the principal in carrying out the task of educating him, namely the first is the student or student, the second is the administrative employee, and the third is the teacher. These three groups were targeted in education by the school principal (Puspitasari, 2015). The principal holds the position of manager which is the most complicated and difficult work (Pidarta, 2009: 13). The same statement as stated by Crudy in Soebagio (2002: 107) managerial abilities are: the ability to manage schools, organize people and resources, use good personnel and good public relations techniques, utilizing effective communication in the face of various interested subjects, such as parents of students or students and teachers. So, the principal needs human relations skills. Wahjosumidjo (2008: 100) said that the skills of human relations are needed by managers in the same proportion for all levels of managers of lower, upper and middle level managers.

The principal has to achieve school goals optimally in preparing planning, development, management and empowerment (Karwati & Priansa, 2013: 119). The success of school principals in carrying out their duties is influenced by various factors, including factors of school community participation and support from various parties (Susanto, 2008: 88-195). As the head of the vocational school, must have the ability to communicate in order to carry out teaching and learning activities in schools.

The principal as the manager is expected to have management skills. Management is an existing resource management process that has four functions, namely planning, organizing, mobilizing, and supervising (Puspitasari, N. 2015). So the principal is a decision maker in the school organization. Decision making is a process of determining the best decision from a number of alternatives to carry out activities in the future (Hasibuan, 2001).

### 2.2 Evaluation of Managerial Ability

To find out the ability of a professional and competent head of a vocational school, an evaluation instrument is needed that can truly be measured by professionalism. According to Ponto (2016: 157)

evaluation is a term that is often used by someone (an individual), group or organization to find out the performance or results that have been done about an activity within a certain time. The results of this evaluation can be used as a reference to assess the process or activities that have been carried out in order to improve about things that are not good towards better, so that the goals of an individual, group or institution / institution in the process of activities can be achieved to the maximum as expected. Wandt & Brown (1997) explains that evaluation is an action or process of determining the value of something.

Kumano (2001) explains that evaluation is an assessment of data collected through assessment activities. According to Tayibnapis (2000) the definition of program evaluation in the context of objectives is as a process of assessing to what extent educational goals can be achieved.

According to Caesar (2012) the evaluation of education is an action or activity involving everything related to or occurring in the field. This evaluation principle is the clarity of the objectives to be achieved, requires measurement criteria, involves parties who understand comprehensively, and demand feedback and follow-up so that evaluation results can be used to make policies and decisions. To do an evaluation, a measuring instrument is needed to find out the quantities of an object to be measured. According to Ponto (2016: 184) to determine the magnitude of an object requires a measuring instrument. Arikunto, S & Jabar (2004) said evaluation is a series of activities aimed at measuring the success of educational programs. While, Sudijono (2012: 6) explains that measurement can be interpreted by measuring the activities of something. This activity is to compare something with something else. Zainul & Nasution (2001) assert that measurement is the giving of a number to a certain attribute or character possessed by a person, or a particular object that refers to clear rules and formulations. The rules or formulations must be generally agreed by experts.

Thus, based on the explanations of these experts that it can be said the evaluation is a process of assessment and measurement. In order to be able to evaluate the managerial skills of the head of the vocational school, an instrument is needed that can truly assess and measure the managerial skills of the head of the vocational school.

### 3 METHODS

Vocational schools in North Sulawesi Province totalled 133 schools spread over 15 districts / cities. The sample in this study was taken by 15 teachers, in which each teacher/city was taken as a sample, meaning that 15 teachers were recruited. In this study, teachers were asked their opinions to assess products through questionnaires. Data obtained as a basis for testing the practicality and feasibility of the product. Product valuation uses a Likert scale, which is very practical / effective (5), practical / effective (4), practical / effective sufficient (3), less practical / effective (2), and very less practical / effective (1).

This study uses research and development methods. The definition of development is the process of translating design specifications in physical form (Seel & Richey, 1994). In this study include five domains, namely the domain of design, development, utilization, management, and evaluation. While the development in this study is a physical form instrument to measure the managerial skills of vocational school principals. Namely this research instrument using the EDDIE model. This model consists of five steps, namely: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation. Research and development of the EDDIE model are illustrated as shown in Figure 1.



Figure 1: Stages of ADDIE models (Source: Anglada, 2010).

Table 1: Valid criteria.

Range	Information
$\geq 4.6$	very valid
3.6 – 4,5	valid
3.0 – 3.5	valid sufficient
2.0 – 2.9	less valid
$\leq 1.9$	very less valid

Table 2: Practical testing criteria

Range	Information
$\geq 4.6$	very practical / effective
3.6 – 4.5	practical / effective
3.0 – 3.5	practical / effective sufficient
2.0 – 2.9	less practical / effective
$\leq 1.9$	very less practical / effective

In this study the product needs to be validated and tested practically. Validity testing criteria is showed in Table 1.

While, the criteria of practical testing that consist of the practicality and effectively of the product design at showed in Table 2.

## 4 RESULTS AND DISCUSSION

The stages of conducting research are in accordance with the EDDIE model, namely analysis, design, development, implementation, and evaluation.

### 4.1 Analysis

First of all what is done at this stage is to conduct a needs analysis and determine the problem followed by a solution then determine the managerial competence of the head of the vocational school. This analysis is an indicator based on literature studies. The study results obtained aspects that will be assessed managerial skills of the principal of the vocational school as: (1) leadership skills, (2) communication skills, (3) persuasion skills, (4) negotiation skills, (5) conflict resolution, (6) time management, (7) strategic thinking, (8) problem solving, (9) personal effectively, (10) creative problem solving, (11) positive work attitude, (12) willingness to learn, (13) team work spirit, and (14) excitement at work.

Table 3: Product validation.

No. Item	Assessor		Mean	Information
	Expert 1	Expert 2		
1	5	5	5	very valid
2	5	5	5	very valid
3	5	5	5	very valid
4	4	5	4.5	valid
5	5	4	4.5	valid
6	4	5	4.5	valid
7	5	4	4.5	valid
8	5	4	4.5	valid
9	5	5	5	very valid
10	4	5	4.5	valid
11	3	3	3.0	valid sufficient
12	5	3	4.0	valid
13	4	4	4.0	valid
14	3	4	3.5	valid sufficient
Total mean			4.4	valid

### 4.2 Design

The second stage is designing or designing a product model, which consists of: numbering, aspects that are assessed on the rating scale, number of scores, and calculation of comprehensive scores. The results of this design are in the form of tables.

### 4.3 Development

The next stage is about product development or realization and expert validation about the content of the product. In order for the product to be valid, it is validated by two experts in the field of measurement and evaluation. Assessment scores use the Likert scale, which is very good (5), good (4), sufficient (3), lacking (2), and very less (1). After obtaining the data, continued with data analysis. Validation results are presented in Table 1.

Based on the results of the analysis, product validity is very valid as much as 4 items or 28.6%, valid as many as 8 items or 57.1%, and quite valid as much as 2 items or 14.3%. The total mean is 4.4 overall this product is valid.

Table 4: Practical product testing data.

Teacher	Score
1	5
2	5
3	4
4	5
5	3
6	5
7	4
8	5
9	5
10	3
11	4
12	3
13	5
14	5
15	4
Total	65
Mean	4.3

### 4.4 Implementation

The next step is implementation. In this stage, after the product is validated, it is supplemented to ask for opinions or views of the teachers through questionnaires. The implementation phase is to find out the practical level, namely the practicality and effectively of the product. In Table 4 the results of the product practicality analysis.

Based on the data in Table 4, the mean 4.3 is obtained. Referring to the assessment criteria, this product is categorized as practical or practical to use.

Next, in Table 5 is data for testing the effectiveness of the product.

From Table 5, the mean 4.1 is obtained. Based on the evaluation criteria, this amount is included in the effective category. Thus this product is effective to use.

Table 5: Data testing the effectiveness of the product

Teacher	Score
1	5
2	3
3	4
4	4
5	4
6	5
7	3
8	4
9	5
10	4
11	3
12	5
13	4
14	5
15	3
Total	61
Mean	4.1

## 5 CONCLUSIONS

Based on the results of the analysis of research data, it can be concluded that the instrument products developed as a measuring tool to evaluate the managerial ability of principals are practical to use and effective for data collection in order to evaluate the managerial skills of the head of the vocational school.

## ACKNOWLEDGEMENTS

The authors wish to thank to DRPM Kemenristekdikti, Jakarta, Indonesia that support financial for the study.

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