

# The Analysis of School-Based Management Implementation and Principals' Managerial Competences

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**Abstract**— This study analyzes the problems of School-based Management implementation and principals' managerial competency. School-Based Management (SBM) is one of the management models to improve school's performance by delegating management authority and autonomy to the school. This study focused on the problems of implementation effectiveness, viewed from principals' managerial competency. This study employed Objective-Oriented Evaluation approach, conducted in the elementary schools in Tomohon, and the respondents were principals, teachers and school committees. The data collection was conducted through school visits by doing interviews, observation and collecting school information data. The data was processed and analyzed qualitatively by following several analysis procedures towards credibility, transferability, dependability and conformity of the data. The research findings indicate that the effectiveness of SBM implementation in improving school performance is related to the principal managerial competencies. This study found out that the principal's managerial competency was lack of several aspects such as leadership, managerial, supervision, the development of human resource management, material resources, social resources and financial resources. It was concluded that the aspects of principal's managerial competency were not quite effective yet to improve the effectiveness of SBM implementation in schools. It was recommended the need to improve and strengthen principal's managerial competency in the aspects of leadership, managerial, supervision, and development of human resource management in school.

**Keywords**— *Implementation Effectiveness, Managerial Competency, Improving Managerial Competency.*

## I. INTRODUCTION

School-Based Management has been an important issue in the process of enhancing the educational institution performance. The basic concept of SBM implementation is to strengthen school performance in facing challenges by

delegating the autonomy to the school. A number of experts have examined the effects of SBM on school performance. Adam E. Nir found that SBM managerial level and technical level had an effect towards school health (Nir, 2016). The effect of SBM on school performance has been also examined by Suyata that states the SBM can improve student learning outcomes, teacher performance, and the learning process (Suyata, 2017). Ida Camminiello found out that the aspects of SBM, namely the involvement of schools, teachers, and parents, and the community in school development and learning processes turned out to have an effect on improving student learning outcomes that participate in the Program for International Student Assessment (PISA) activities (Camminiello, Paletta, & Speziale, 2012). Deependra Joshi described how students' achievement in school managed community was higher than institutional school (Joshi, 2018). This finding shows that the school managed by community has positive impact to the student's achievement rather than school managed by the government. The research of Deitje Katuuk, Sjamsi Pasandaran, and Pangalila figures out that SBM has "school effect" in increasing the community participation in several different school programs and performance (Katuuk, Pasandaran, & Pangalila, 2018). Rifki Afandi stated that SBM has an impact in shaping school culture, which is the foundation of student's character development. SBM can establish the culture of autonomy and responsibility towards the development of school (Afandi, 2018).

The successful implementation of SBM, which has an effect on school performance, teachers and student learning outcomes, is apparently influenced by many factors. A number of factors have been found, namely school management processes, school budgets, and the role of school principals (Mawanda, Karta, & Zm, 2018). Hadiyanto's findings show that school's status influences the success of SBM implementation. The successful implementation of SBM in

public schools is higher than in private schools (Hadiyanto, 2017). Deitje Katuuk found that the effectiveness of SBM implementation in schools was influenced by a number of factors, namely the school's vision and mission, organizational structure and governance, policies, program and guidelines for SBM implementation, and the participation of all elements involved such as principals, teachers, students, parents, and the community (Katuuk, 2014). The principal is one of the factors that have been widely examined by researchers. Ion Bucur investigated managerial core competency as a managerial performance predictor (Bucur, 2013). Mustamin and Yamin examined the competency of principals as a need for school success (Mustamin, Yamin, 2012), Mustafa Asian found the impact of managerial competencies on layers (management levels) both in business organizations and in schools (Aslan, 2017). However, there have not been many studies on the managerial ability of principals in the successful implementation of SBM. The results of the 2015 principal's competency test show 5 different dimensions as the principal's weak points. These five dimensions are leadership, school development, entrepreneurship, supervision, and managerial. This study focused on the analysis of SBM implementation and analysis of the managerial dimensions of principals, especially aspects of managerial competency.

Many studies have been conducted on SBM. Mark Heyward, Robert A. Cannon, and Sarjono have conducted a comprehensive study of SBM in Indonesia as a strategy to transform the education from centralization to decentralization. SBM has been proven effective to increase school effectiveness (Nurkolis, 2017), which plays an important role in increasing teacher's job satisfaction and teacher's performance (Hutabarat, 2015). On the other hand, there are studies show the leadership managerial competencies have an impact on the overall layers of management (Bucur, 2013), (Aslan, 2017). Ion Bucur found the importance of managerial core competencies as a requirement for every manager in all layers of management, while Mustafa Asian pointed out the managerial core competency influence on good skills in self-management skills, interpersonal skills, administrative skills, and technique skills.

The study was conducted using a qualitative approach, assessing aspects of principal's managerial competencies in implementing SBM. In this study, it is assumed that schools are important layers of management in making SBM implementation successful. This study significantly provides an overview of principal's managerial competencies as an important factor in the implementation of SBM. There have been many studies on managerial competencies in various layers of management in various fields of management such as business, government, and education. However, the problem of principal's managerial competency is still very strongly studied. The results of the study will be significant for the development of knowledge about SBM.

In this study, SBM was observed through the functions of school governing boards and the operational empowerment of principals and teachers (Hindriks et al., 2010). This function makes SBM as a predictor of school's effectiveness and performance. However, the effectiveness of SBM as a predictor

is influenced by many factors. One important factor is principal's managerial competency. The analysis of principals' managerial competency is based on the managerial competency framework proposed by Liridon Veliu, which requires three main managerial competencies, namely professional competence, social competence, and personal competence (Veliu & Manxhari, 2017).

Professional competence refers to the mastery of knowledge, skills, and essential attributes for the effectiveness of management performance such as planning, problem solving skills, critical thinking skills, systematic, and mastery of information technology, and/or organizational skills. Social competence refers to the capacity to build communication, cooperation, interaction skills and other social skills. Personal competence refers to the attitudes toward oneself and others such as loyalty, confidence, and ethical awareness. It was stated that the use of an effective managerial competency framework in school-based management would be able to improve organizational performance.

Based on the typology of managerial competency, Małgorzata Tyrańska proposes six managerial competencies category, namely analytic skill competence, self-management competence, relationship management competence, self-awareness competence, goal and action management competence, and social awareness competence (Tyrańska, 2017). Principal's managerial competency will always be determined by skills. According to Muraina, Monsuru Babatunde, these skills are needed by principal in order to improve school effectiveness, namely communication skills, decision making skills, disciplinary skills, and organizational skills (Muraina & Babatunde, 2014). In the system thinking framework, these skills are considered by Muraina as input systems and have implications to the administrative effectiveness of the principal to improve school performance. Based on the theoretical framework above, this study focused on the effectiveness of SBM implementation, analyzed from the dimensions of managerial competence of principals.

## II. RESEARCH METHODS

This study was an evaluative research by using objective-oriented evaluation approach, which is an evaluation towards principal's managerial skill. In order to conduct the evaluation, it was used skill standard as an objective needed by each principal. The research method used was qualitative descriptive analytics. Research instrument used was questionnaire to measure the effectiveness of SBM implementation and the aspects of principal's managerial competency. The data was collected from 6 elementary schools in Tomohon City by the total of 46 respondents, including principals, teachers and school committees.

## III. RESULTS AND DISCUSSION

The findings of this research indicate that several important aspects of SBM implementation are highly effective. Those aspects are participation, school programs achievement, and implementation of school curriculum. SBM is considered

effective in increasing the participation both internally and externally (table 1).

**Table 1**  
**SBM Implementation Aspects**

Aspects	Score			
	1	2	3	4
Internal and External Participation	0	6.52	58.7	34.78
School program implementation	0	2.17	50	47.83
Curriculum Implementation	0	8.7	28.26	63.04

Based on the result on table 1, it is concluded that internally SBM is effective in increasing student and teacher’s participation. On the other hand, SBM is externally effective to improve the community and parent’s participation through the school committee. On the effectiveness of school program implementation, SBM is proven to improve school development planning, implementation and supervision. Another important aspect of program implementation is the availability of school development planning, curriculum and learning. The effectiveness in curriculum implementation is the fulfillment of curriculum standards both graduate competency standards, content standards, process standards and assessment standards. Analysis of managerial competency of the principal can be seen from the five main dimensions of the principal's competency test results. The five dimensions are the managerial dimensions of the principal with an average value of 45.06, the dimensions of supervision with an average value of 34.73, the business dimensions of school development obtain an average value of 45.85, the dimensions of learning leadership obtain an average value of 41.87, the entrepreneurial dimension is 43.18 (LPMP, 2015). The average values obtained indicate that the values are still unsatisfactory.

The principal’s managerial competency data above can be used for analysis purposes and to explain the problem of the effectiveness of SBM implementation in schools. It appears that this effectiveness reflects the weaknesses of the principal’s managerial competency. This finding shows important aspects of the principal's managerial competency in improving the effectiveness of SBM implementation in schools. In accordance with the aspects of principal’s managerial competency proposed by Małgorzata Tyrańska, it can be explained that the weaknesses on the five dimensions of principal’s managerial competencies reflect the weaknesses of principals' managerial competencies in terms of skill competence, self-management competence, relationship management competence, self-awareness competence, goal and action management competence, as well as social awareness competence.

Skills competence shows that principals need managerial skills as suggested by Muraina Babatunde, namely communication skills, decision-making skills, and organizational skills. The weaknesses in self-management competence will have implications for the ability of self-development, self-control, development of independence, and

the ability to organize and manage various pressures including stress. Relationship management competence refers to the specific social dimension of interpersonal communication management. Weaknesses in this competency will have impacts on the lack of interaction and communication, which is very important to influence management effectiveness in all layers of management. The next important competency is the competency that can direct the organization and push all available resources to achieve organizational goals.

**IV. CONCLUSION**

Based on the findings of this study, it is concluded that the effectiveness of the implementation of SBM in schools is influenced by the principal's managerial competency. There are some important aspects of principal’s managerial competency that needs to be highlighted as the strategy to improve principal’s competency. As a recommendation, there has to be a strategic or programmatic policy to improve the effectiveness of the SBM implementation through principal’s competency improvement program. The managerial competence of the principal should be a subject in the curriculum for prospective school principals or in any ongoing professional development activities.

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