Education Policy Analysis In The Implementation Managerial Competence Standard of Head of State Islamic Senior High School In West Sumatra Province

Sakban[1], Ahmad Syukri. SS[1], Mukhtar[2]

[1]Doctoral Candidate of Islamic Education Management at UIN Sulthan Thaha Syaifuddin Jambi, Indonesia. Lecturer at STAI Madina Panyabungan Mandailing Natal District of North Sumatera, Indonesia. Lecturer at Postgraduate Program of Pascasarjana of Muhammadiyah University of West Sumatera, Indonesia
[2]Professor of State Islamic University Suthan Thaha Syaifuddin Jambi, Indonesia
[3]Professor of State Islamic University Suthan Thaha Syaifuddin Jambi, Indonesia
Corresponding Author: Sakban

Abstract*: This study aims to determine the achievement of the implementation policy of managerial competence standard of the head of state Islamic Senior High School in West Sumatra Province. This research is used a policy research approach with qualitative descriptive research method. Meanwhile, the method of collecting data that writer use is through observation, in-depth interview and documentation. This research takes place at State Islamic Senior High School in West Sumatra Province with research subject of State Islamic Senior High School Number 2, State Islamic Senior High School Padusun, and State Islamic Senior High School Lembah Melintang. As a result, this study explains that the result of the implementation policy of managerial competence standard of the head of state Islamic Senior High School in Padang City has been implemented optimally. On the other hand, the result of the implementation policy of managerial competence standard of head of state Islamic Senior High School Pasudan has not been implemented optimally. While the result of the implementation policy of managerial competence standard of the head of state Islamic Senior High School Lembah Melintang is not implemented optimally. The implication is that principals/madrasa is required to continuously improve their managerial competence by following workshops, training, seminars and so on, so they can perform their duties optimally.*
Keywords*: Education Policy Analysis, Managerial Competency Standard, Islamic Senior High School.*

I. Introduction

The quality's improving education from a general point of view is fundamentally determined by the implementation of school management. in carrying out management activities at school, a principal as a school leader needs to have an ability or an expertise in managing his school. principals who apply their managerial competence well will be able to take full advantage of all the resources owned by the school [1].

Therefore, the principal must dominate several competencies as mentioned in the regulation of the Minister of National Education of the Republic of Indonesia Number 13 2007 are concerning the principal/madrasa. One of the competencies that the principal must dominate is managerial competence[2]. The principal managerial competence is very important. It is about how the principal's ability to manage the school as a whole. Hence, to carry out his duty properly, the principal should understand, master and be able to manage these sixteen managerial competencies in order to manage the school well so that the goal of education is achieved.

However, from what was found in the observations from September to October 2016 at the State Islamic Senior High School West Sumatra Province, there are some facts that become questions for the writer. This is evident from the phenomena that are not in accordance with the applicable regulations such as: 1) The existence of school construction programs previously planned within a certain time cannot be completed on time. 2) Teachers who are still lacking to provide well-learning tools. 3) School staff who are less serving the community well and less friendly in performing their duties. 4) There is a less harmonious relationship between fellow teachers or with school staff. 5) Teachers who feel less comfortable when the principal is in school because of a less harmonious relationship between the two. 6) Students and teachers who are late to school. 7) The existence of poorly maintained school facilities. For example, the toilet that has long been left damaged, unkempt tables and benches, broken roads and parks. 8) The existence of schools that still have not utilized the media of information technology in the terms of learning. 9) Leaking study space. 10) The existence of State

---

Islamic Senior High School who do not have mosques / musalla. 11) the discovery of laboratory rooms and library rooms used as a place of learning due to lack of class.

The above phenomena show that school management still needs to be improved. For the sake of the implementation of good management, then the implementation of managerial competence of the principal should be maximized, and how the implementation of managerial competence conducted by principals are interesting for the author to be studied.

II. Theoretical Framework

Policy in etymology derived from the Greek language, namely "Polis" which means city. Added policies refer to the ways in which all parts of government are directed to manage their activities. In this case, the policy is concerned with the idea of organizational arrangement and is a formal pattern that is equally accepted by the government/institution so that they are trying to pursue the goal [3].

As Thomas R. Dye points out [4], public policy is defined as a government effort in choosing activities to do or not to do. James P. Lester and Josep Stewar define public policy "what the government does, why the government does it, and what its purpose is done" [5]. Furthermore, according to Leslie A. Pal [6], "public policy is an act of doing or not doing something selected by the public authorities in an effort to address the problem". Furthermore, David Easton said, the authority make something of a useful rule to the whole society, the rule to be done or not done for a good cause" [7].

Education policy is public policy in the field of education. In Wikipedia Encyclopedia, Rian Nugroho mentions that education policy is concerned with the collection of laws or rules governing the implementation of the education system covered by the objectives of education and how to achieve these objectives [8]. As noted by Mark Olsen, John Codd, and Anne-Marie O'Neil, education policy is the key to excellence, even existence, for countries in the global competition so that education policy needs to be given top priority in the era of globalization. One of the main arguments is that globalization values democracy. The resultant democracy is a democracy supported by education [9].

Margaret E. Goertz argues that education policy is concerned with the efficiency and the effectiveness of the education budget. This issue becomes important with the increasing public criticism about the education fee. As the writer stated earlier, education policy understood by researchers as part of public policy, namely public policy in the field of education. Thus, the education policy must be concurrent with public policy. In the context of public policy in general development policy, the education policy is part of public policy. Education policy is understood as a policy in the field of education, to achieve nation-state development in the field of education, as one part of the nation's overall development goals.

The term competence comes from English "competency" which means skill, ability, and authority. Someone is declared competent in a certain field if mastering the skill of working as a skill in harmony with his field. Wahyudi defines competence as the ability to implement something gained through education and training [10]. Competence is obtained through education and training with certain standards and qualities according to the task to be implemented.

According to Lefrancois, competence is the capacity to do something, resulting from the learning process. During the learning process, the stimulus will join with the memory contents and cause a change in the capacity to do something [11]. The word management according to Mochtar Effendy comes from English, i.e from the verb "to manage" is synonymous with the word "to hand" which means taking care, "to control" which means checking and "to guide" which means lead. When viewed from the meaning of etymology, the management means managing, controlling, leading or guiding [12].

While the etymological definition of management as argued by Fridreck Taylor is the art that is determined to know what you really want to do and to watch that doing things as well as possible and in the easiest way [13].

Dimeck mentions that Management is a discipline to know where to go, what difficulties to avoid, what powers to run, and how to effectively lead teachers and staff without any waste in the process of doing it [14]. While Mondy, Sharplin, and Filippo interpret management as the process of carrying out work involving others [15].

From some of the above understanding, it can be concluded that managerial competence in this research is a science and an art possessed by a person in an effort to utilize human resources and other resources in the activities of planning, organizing, implementation and supervision are carried out effectively and efficiently by actively involving all members to achieve predetermined goals.

III. Methodology

The problem of implementation of the competency standards of the head of State Islamic Senior High School in West Sumatera Province is actually a contextual social reality. Therefore, the main purpose of this study is not to test the hypothesis, but it is intended to describe the object under study through the process of

exploring facts and field data as they are. Thus, the research approach considered the most suitable to be used is a qualitative research approach [16].

Yet, to deepen every problem that is researched so that the solution according to the scientific rules and finally can make a significant contribution to the intent and purpose of the research, in-depth study is needed in accordance with the characteristics of the problems studied. Therefore, the purpose of the research is not merely to describe the social reality, but it needs predictive analysis, the method which is deemed to be in accordance with the context of the problem studied, the research method of policy analysis or post policy analysis [17].

IV. Result And Discussion

Based on the findings of the above research, it can be concluded as follows:

There are several basic reasons why the standard of managerial competence of the head of State Islamic Senior High School in West Sumatra Province is done: (1) The standard of managerial competence of the head of State Islamic Senior High School in West Sumatera Province is done because of the society's demand on the quality of education (2) The standard policy of the managerial competence of State Islamic Senior High School in West Sumatra Province is done to overcomes the problems (3) The standard policy of the managerial competence of State Islamic Senior High School in West Sumatra Province is done to achieve educational objectives (4) The standard policy of the managerial competence of State Islamic Senior High School in West Sumatra Province is done because to influence the performance of subordinates

Implementation of the managerial competence standard policy of head of State Islamic Senior High School in West Sumatera Province as the subject of research can be summarized as follows: (1) Implementation of headmaster/madrasa managerial competence in preparing school planning/madrasa for the various levels of planning that have been implemented optimally (2) Implementation the managerial competence of the principal/madrasa in developing the organization of school/madrasa in accordance with the needs have been implemented optimally. (3) Lead the school/madrasa in the framework of optimal utilization of resources has been implemented except in the State Islamic Senior High School Padusunan (4) Managing change and development towards the effective learning organization has been implemented optimally, except in the State Islamic Senior High School Lembah Malintang (5) Creating a conducive and innovative culture and climate for the learning of learners in particular at State Islamic Senior High School Number 2 Padang, while others have not created the climate (6) Managing teachers and staff in order to optimally utilize human resources have been implemented, (7) Managing facilities and infrastructure of schools/madrasa in the framework of optimal utilization only at State Islamic Senior High School Number 2 in Padang, while other Islamic Senior High School still not optimal (8) Managing school/Islamic Senior High School and community relationships in order to find support ideas, learning resources, and financing at State Islamic Senior High School Number 2 Padang, and State Islamic Senior High School Padusunan has been implemented optimally, while in State Islamic Senior High School Lembah Melintang has not been implemented optimally, (9) Managing learners in order to accept new learners, and placement and capacity development of students has been implemented optimally, (10) Manage curriculum development and learning activities in accordance with the direction and objectives of education have been implemented optimally, except in State Islamic Senior High School Lembah Melintang has not been implemented optimally, (11) Manage school/madrasa finance in accordance with accountable, transparent and efficient management principles have been implemented optimally, (12) Managing school/madrasa special service units in supporting the learning activities and activities of students has been implemented optimally, except in State Islamic Senior High School Padusunan has not been implemented optimally, (13) Manage the school/madrasa administration unit in support of the achievement of school / (14) Manage information systems in support of programming and decision making has been implemented optimally, (15) Utilizing the progress of information technology for the improvement of learning and management especially in State Islamic Senior High School Number 2 in Padang has been implemented optimally, while others have not optimal (16) Monitoring, evaluating and reporting the implementation of the program with appropriate procedures, and planning follow-up on State Islamic Senior High School Number 2 in Padang has been implemented optimally, while in State Islamic Senior High School Padusunan and Islamic Senior High School Lembah Melintang implemented optimally.

The result of the implementation of the standard policy of the head of State Islamic Senior High School in West Sumatera Province adjusted with the Regulation of the Minister of Education of the Republic of Indonesia Number 13 Year the 2007 regarding the Principal/Madrasa Competency Standard is summarized as follows: Result the implementation policy of managerial competence standard of head of state Islamic Senior High School number 2, that there are 12, 5% of the headmaster/madrasa managerial competencies that have not been done optimally, then there are 87.5% has been done optimally. Then the result of the implementation of the standard policy of managerial competence of head of State Islamic Senior High School that there are 56, 25% of headmaster/madrasa managerial competencies that have not been done optimally, then 43.75% has been done optimally. While the result of the implementation of the standard policy of managerial competence of Head

Islamic Senior High School Lembah Melitang that there are 56, 25% of headmaster/madrasa managerial competencies that have not been done optimally, then 43.75% have been done optimally.

V. Conclusion

The result of this research is: 1) The result of the implementation policy of managerial competence standard of the head of State Islamic Senior High School Number 2 in Padang has been implemented optimally. The Result of the implementation policy of managerial competence standard of the head of State Islamic Senior High School Padusunan has not been implemented optimally. While the Implementation Result of Management Competency Standards Head of State Islamic Senior High School Lembah Melintang not implemented optimally.

VI. Implications

Implementation of principal/madrasa managerial competence in West Sumatera Province contributed positively to the improvement of education quality. Principals with managerial competence will demonstrate behaviors and be able to identify and develop types of school inputs, develop school processes, have an understanding of Minimum Service Standards (MSS), implement MSS appropriately, and understand the school environment as part of the school system is open. Good principal managerial competence will bring a positive attitude to the teacher to carry out the task of learning because the teacher feel comfortable and there is no element of pressure in performing their duties. Based on the above-mentioned principal/madrasa are required to constantly increase the managerial competence that has been held continuously by attending workshops, training, seminars, and others, so it can perform their duties optimally.

Recommendation

1. The National Education of the Republic of Indonesia on the implementation of the competency standards of the head of State Islamic Senior High School in the future, especially in relation to the recruitment of principals/madrasa who have sufficient managerial competence, so as to develop the quality of the quality of quality management.
2. Central and local governments need to evaluate the achievement of the implementation of standard policies of managerial State Islamic Senior High School in the Province of West Sumatra in particular and the State Islamic School throughout Indonesia in general. This activity has a positive impact on the continuous guidance of the achievement of the competence standards of the head of State Islamic Senior High School, both now and in the future. This means that in formulating and realizing a policy needs to be followed by the maintenance, anticipation, correction, and significant improvement to achieve human resource development that is humanitarian and balanced.
3. Head of the Office of the Ministry of Religious of West Sumatra province needs to formulate measures of direct problem identification on the implementation of standard policy of managerial competence in State Islamic Senior High School West Sumatra Province in order to obtain accurate data in the guidance of the head of State Islamic Senior High School in West Sumatra Province.

References

[1]. Mulyasa, *Manajemen Kepemimpinan Kepala Sekolah* (Engl: Leadership Management of Head Master)*,* (Jakarta: Bumi Aksara, 2014).
[2]. Law on The National Education System (UU RI No. 20 Th. 2003), (Jakarta: Sinar Grafika, 2014).
[3]. Monahan, W.G. and H.R. Hengst, *Contemporary Edicational Anminisfration*, (New York: Macmilan Publishing Co, Inc., 2010).
[4]. Thomas R Dye. Public Analysis (Alabama : University Of Alabama Press, 2011).
[5]. James P. Lester and Josep Stewar, Jr. *Public policy: An Evolutionary Apporach,* (Belmon, CA: Wadsworth, 1997).
[6]. Leslie A Pal., *Public Policy Analysis: An Introduction*, (Ontario: Nelson Canada, 2008).
[7]. David Easton, *The Political System*, (New York: Knopf, 2011).
[8]. Riant Nugroho, *Kebijakan Pendidikan Yang Unggul (Engl: Superior Education Policy)*, (Yoyakarta: Pustaka Pelajar, 2008).
[9]. Mark Olsen, John Codd, and Anne-Marie O'Neil, *Education Policy: Globalization, Citizenship and Democracy,* (London: Sage, 2011)
[10]. Wahyudi, Kepemimpinan Kepala sekolah dalam Organisasi Pembelajaran (Engl: Principal Leadership in Learning Organizing), Bandung : Alfabeta, 2009).
[11]. Guy R. Lefrancois, *Theories of human Learning,* (Kro: Kros Report, 2011).
[12]. Mochtar Effendy, *Manajemen: Suatu Pendekatan Berdasarkan Ajaran Islam (Engl: Management: An Approach Based on Islamic Teachings)*, (Jakarta: Bhatara Karya Aksa, 2012).
[13]. Fridreck Taylor W, *Scientific Management*, (New York: Happer and Breos, 2014).
[14]. Dimeck, *The Executive in Action*, (New York: Happer and Breos, 2013).
[15]. R.W. Mondy, Sharplin, and Filippo, *Management, Concept and Practices*, (Boston: Allyn and Bacon, 2011).
[16]. S. Nasution, S, Metode Penelitian Naturalistik Kualitatif (Engl: Qualitative Naturalistic Research Methods), (Bandung: Tarsito, 2008).
[17]. James H. McMillan and Sally Schumacher, *Reacarch In Education: A Conceptual Introduction,* (New York: Addison Wesley Longman Inc, 2010).