Managerial Competency Analysis of Educators in Building Excellence Cadets

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Abstract

Effective educational leadership provides the basis and places goals in an important position to change the norms in learning programs, increase productivity, and develop creative approaches to achieve maximum educational institution results and programs managerial competence possessed by aviation polytechnic educators in an effort to foster superior cadets. This research is qualitative with a case study design and uses three data collection methods, namely in-depth interviews, participant observation, and documentation studies. The research subjects were educators from the Medan Aviation Polytechnic who were selected using a purposive sampling technique. The following are the findings of this study: Managerial competence is seen in the planning, arrangement and coordination of cadet caregivers that can shape the development of academic, non-academic and disciplinary skills of cadets.

Keywords: *Competence, Managerial, Educators.*

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A. INTRODUCTION

Surabaya Aviation Polytechnic (Surabaya Aviation Polytechnic) and Makassar Aviation Polytechnic (Makassar Aviation Polytechnic), are one of the polytechnics under the auspices of the Ministry of Transportation and are responsible to the Head of the Transportation Human Resources Development Agency according to Law no. 32 of 2017). Surabaya Aviation Polytechnic (Surabaya Aviation Polytechnic) is directly under the auspices of the Ministry of Transportation. Surabaya Aviation Polytechnic (Poltekbang) is a credible Vocational Education Institution in the field of aviation, both from the institution itself and from the lecturers and instructors.

Aviation School is an educational institution that functions as an agent of change, tasked with developing students to be able to solve national (internal) problems and calm international (external) competition (Cheung et al., 2010). Effective educational leadership provides the basis and places goals in an important position to change the norms in learning programs, increase productivity, and develop creative approaches to achieve maximum results and educational institution programs (Morris et al., 2013)(Habibi et al., 2019). Managerial abilities of school principals based on Permendiknas Number 13 of 2007 concerning school principal standards include personality competencies,

managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies.

Managerial ability is an important thing in the efforts to achieve organizational goals (Widodo, 2020) by empowering various organizational resources through influencing processes. Managerial competence includes preparing school plans for the implementation level; develop school organizations according to needs; lead the school in the context of optimal utilization of school resources; managing school change and development towards a selective learning organization creating a conducive and innovative school culture and climate for students managing teachers and staff in the framework of optimally utilizing human resources; managing school infrastructure in order to increase teacher professionalism by using approaches and techniques of academic supervision of teachers in order to increase teacher professionalism (Warshawsky & Cramer, 2019; Alexakis & Jiang, 2019).

Teachers are adults who are consciously responsible for educating, teaching, guiding and training students (Salsabilah et al., 2021; Jafari et al., 2020). People who are called teachers are people who have the ability to design learning programs and are able to organize or manage classes so that students can learn and in the end can reach a level of maturity as the ultimate goal of the educational process. Teachers in Government Regulation of the Republic of Indonesia number 74 of 2008 defines that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students". Teachers are required to be able to carry out their duties optimally (Sulfemi, 2019; Wong, 2020).

Teacher work problems are certainly influenced by many factors. One of them is the managerial ability possessed by the principal to maximize teacher work in order to achieve goals. The principal has a very important role for teachers, the principal has a very influential role in coordinating, mobilizing and harmonizing all available educational resources in schools (Zhahira, 2022; Dzwigol et al., 2020). Principals are required to have adequate management and leadership skills in order to be able to take initiatives to improve school quality. Through the managerial competence possessed, the principal can understand what plans the principal will carry out in carrying out activities to increase teacher work productivity.

Etymologically competence is expertise or in English it is called competency, in the Big Indonesian Dictionary the authority (power) to determine (decide something) (Nur & Fatonah, 2022; Wang et al., 2019). Meanwhile, according to Charles, competence is "competency as rational performance which satisfactorily meets the objective for a desired condition". Competence is a logical attitude in achieving goals that are qualified based on the desired situation (Abdurahman et al., 2023). So that it can be said that competence is the skill or ability given (authority) to achieve the goals as required.

Management is a process of managing resources (resources), which is carried out by someone called a manager, which involves many people through coordination and supervision of the work of other people. (Hidayat & Syam, 2020). A manager is expected to have a leadership attitude that can carry out the efficiency and effectiveness of an activity in the organization, company or institution he leads. Efficiency in question is getting as good as possible or as much output, from the smallest output. This is because a manager is dealing with resources such as people (community), money, equipment, advice and infrastructure that may experience progress or backwards in the course of management, which is his responsibility in carrying out his responsibilities as a manager. And effectiveness can be interpreted as carrying out activities that directly help organizations or institutions to achieve their goals precisely.

Managerial attitude to leadership competence in optimal utilization of resources by communicating the school's vision, mission, goals and programs, coordinating teachers and staff in realizing the overall plan to achieve the vision, carry out the mission, achieve school goals and objectives. Besides that, the ability to motivate subordinates and students, help resolve conflicts with effective communication, as well as the ability to communicate in building teamwork, communication to convey educational goals to both stakeholders and educators. Also able to accommodate the needs of teaching staff in accordance with the competence and needs of schools in a professional manner. The purpose of this study is to describe and analyze the competence of educators in building the excellence of cadets in the implementation of their knowledge, focusing on describing and analyzing the Managerial Competence of UPT Heads in building the excellence of cadets at the Surabaya Aviation Polytechnic and Makassar Aviation Polytechnic.

B. METHOD

Method This research approach is qualitative which in theory will answer the problems that are the focus of research in detail and detail. Qualitative research is research that is intended to understand the phenomenon of what is experienced by research subjects. Quoted from (Wahyudin, 2017), Qualitative research aims to understand the phenomena experienced by research subjects. By using qualitative descriptive analysis techniques, the collected data will then be analyzed. The qualitative method used is more descriptive in nature. Riyanto (2007) defines descriptive research as research that is directed to provide symptoms, facts or events in a systematic and accurate manner, regarding the characteristics of a particular population or area. In descriptive research, it tends not to need to look for or explain interrelationships and test hypotheses. By using a qualitative descriptive analysis technique, the data collected will then be analyzed. There are three qualitative analysis techniques according to (Miles et al., 2014): data compaction, data presentation, and conclusion. All three are carried out interactively and continuously collected enough data for discussion.

C. RESULT AND DISCUSSION

Results Based on the research results that have been put forward related to evaluation community empowerment education and training program by the Polytechnic Aviation in Surabaya was found to have an advantage in cadets at the Polytechnic Surabaya Flights, which is based on competence managerial skills possessed by cadet caregivers. Managerial competency owned by cadet caregivers can be seen from the cadet caregivers who have careful planning to support the self-development of cadets to be better in academic and non-academic.

Caregivers for cadets conduct training for cadets in a neat and arranged manner so that the activities carried out can be carried out based on a predetermined schedule. In addition, the arrangement of caregivers can also be seen from efforts to maximize the function of lecturers by calling lecturers from outside when lecturers from within are not optimal so that they can be more optimal in building the excellence of Cadets at the Surabaya Aviation Polytechnic. The existence of managerial competence can also be seen from the leader in caring for cadets supporting the self-development of cadets by giving wise directions to caregivers so that they are superior to cadets in other UPTs and applying a hierarchical system to cadets. In this case, the lecturer as the cadet leader teaches the cadets values and morals. Lecturers can provide effective lessons by inserting moral values in them. Effective learning is the effort of the lecturer as an effort to shape and develop the character of his students which consists of developing moral values. In addition, the existence of managerial competence can also be seen through the control of cadet caregivers and lecturers which is carried out by disciplining cadets, but is still constrained by a lack of coordination and the number of caregivers that is not comparable with the larger number of cadets. This shows that coordination is very important to be considered by cadet caregivers with related parties.

Meanwhile, based on the results of the research that has been put forward regarding the managerial competence of the Head of Sub-Division for cadets in building the excellence of cadets at the Makassar Aviation Polytechnic, it was found that there was a mature plan for cadet caregivers at the Makassar Polytechnic to prepare cadet coaching related to facilitating activities in the non-academic field. In addition, cadet caregivers also continue to work closely with lecturers in supervising cadet academic activities. Managerial competence can also be seen from the existence of planning by compiling a schedule of daily activities for cadets in a structured manner in order to improve cadet discipline both regarding timeliness and rules in each activity. In addition to caregivers, lecturers also have careful planning in building the advantages of cadets as seen from the preparation of lesson plans based on the syllabus prior to teaching and learning activities and entering into contractual agreements with cadets related to the minimum attendance and KKM scores along with the punishment given when cadets violate the agreement. This is in line with Argadinata and Putri (2017) which state that the way to strengthen managerial competence is by planning.

This also supports the statement of Kunandar (2007) which explains that managerial competence can be interpreted as the ability to manage resources through activities, one of which is planning to achieve organizational goals effectively and efficiently.

D. CONCLUSION

Managerial competence can be seen from the planning, arrangement and coordination of cadet caregivers that can shape the development of academic, non-academic and disciplinary abilities for cadets. In this case, the role of the Surabaya Aviation Polytechnic Aviation Polytechnic Head and Sub-Division Head is supported by assistance from several parties such as a combination of ASN caregivers as supervising caregivers, Indonesian Air Force caregivers as executive caregivers, and from Surabaya Aviation Polytechnic alumni caregivers as executive caregivers in building Managerial Competence in Surabaya Aviation Polytechnic in the hope of achieving the goals set. This also happened to the Makassar Poltekbang where the Head of Sub-Division for cadets had careful planning, maximum arrangement, application of leadership attitudes with a high sense of responsibility in fostering the character of cadets and controlling cadet caregivers and lecturers through supervising all cadet activities. However, it is constrained by the number of caregivers which is not proportional to the number of cadets, so that sometimes cadets escape supervision.

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