

THE EFFECT OF MANAGERIAL CAPABILITIES OF PRINCIPAL TOWARD SCHOOL QUALITY IN VOCATIONAL HIGH SCHOOL

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ABSTRACT

The figure of principal as top management in schools has an important role in optimizing the function of teachers in accordance with the background of their expertise, particularly to vocational high school, which becomes one of Indonesian's government priorities. Thus, the aim of the study was to examine the influence of the principal's managerial ability on the quality of vocational high school. The study was conducted at three public vocational schools of Business Management group located in North Jakarta. The study employed a quantitative survey method with 102 teachers as a sample from the teacher population of 138 people. Prior to the research, trials were conducted on 30 teachers. The research reports that direct influence of the principal's managerial ability on the quality of vocational school of business management group is 16%. This figure indicates the direct influence of the Principal's managerial ability on the quality of vocational high Schools. It is concluded that the competency of principal has a major role to bring the success of school as an educational organization and the quality of teachers.

Keywords: Managerial ability; School Quality; Principal.

ABSTRAK

Figur Kepala Sekolah sebagai top manajemen di sekolah memiliki peran penting dalam mengoptimalkan fungsi guru sesuai dengan latar belakang keahliannya, khususnya pada sekolah kejuruan yang saat ini menjadi salah satu prioritas utama pemerintah Indonesia. Dengan dasar ini, maka penelitian ini bertujuan untuk mengkaji pengaruh kemampuan manajerial kepala sekolah terhadap mutu Sekolah menengah Kejuruan (SMK). Sampel penelitian ini diambil pada tiga SMK Negeri, khususnya pada kelompok Bisnis Manajemen di Jakarta Utara. Metode penelitian yang digunakan adalah metode kuantitatif dengan mengambil sampel sebanyak 102 orang dari populasi guru sebanyak 138 orang. Sebelum dilaksanakan penelitian dilakukan uji coba pada 30 orang guru di luar sampel. Kesimpulan yang diperoleh adalah adanya pengaruh langsung antara kemampuan manajerial kepala sekolah terhadap mutu SMKN kelompok bisnis manajemen sebesar 16 %. Angka ini mengindikasikan adanya pengaruh langsung kemampuan manajerial Kepala Sekolah terhadap mutu Sekolah di SMK Negeri Kelompok Bisnis Manajemen Jakarta Utara. Dari hasil penelitian ini dapat disimpulkan bahwa kemampuan kepala sekolah dalam memimpin sekolah mempunyai peranan yang besar dalam membawa keberhasilan sekolah sebagai organisasi pendidikan dan kualitas para guru.

Kata Kunci: Kemampuan Manajerial; Mutu sekolah; Kepala Sekolah.

INTRODUCTION

Competition in industry and trade is increasingly tight with the implementation of ASEAN Free trade Area (AFTA) and ASEAN Economic Community (AEC). To respond this, the most effective way is to build the quality of graduates through improving the quality of education services. Vocational High School as a sub-system of National Education which is responsible for preparing reliable middle-level human resources, is required to apply the principles of demand driven, job oriented, and dual based programs, which are oriented to market needs and even able to develop innovation to influence changes in needs the job market so as to realize customer satisfaction. The development of educational services must be carried out in an integrated manner in one quality management by paying attention to all aspects and elements that exist in the administration of education. This effort focuses on building positive character and creating a sustainable vocational education and training system. Besides that it also equips students with the ability to innovate in the field of science and technology, work skills, and entrepreneurial spirit.

From the results of the databoks survey, Katadata Indonesia in 2016 showed that the open unemployment rate of the population aged 15 years and over viewed from the level of education showed the following results; elementary school (2.08%), Junior High School (5.75%), Senior High School (8.73%) and Vocational High School (11.11%), Diploma I / II / III (6.04%), University (4.87%). The data were taken in August and published on November 8, 2016. In addition, based on the Central Statistics Agency (BPS) data, the quality of SMK graduates has not been too encouraging (Republika Online, 28 December 2015) by Rakhmat Hadi Sucipto. The open unemployment rate (TPT) of the 15-year-old population from vocational school graduates turned out to be much higher than high school graduates. In August 2015, TPT of vocational graduates reached 12.65 percent, while high school graduates were 10.32 percent. In fact, the vocational unemployment rate shows an increasing trend from year to year. Then the National Professional Certification Agency (BNSP) assessed that there were still high unemployment rates for vocational graduates because their quality and competitiveness were still low. According to the chair person of BNSP, Sumarna F Abdurrahman, there are gaps in learning at school and during apprenticeships with the real world of work. The solution, the government must adjust the curriculum of vocational high school with industry-developed standards.

Regardless of economic development and the expansion of existing employment opportunities, these numbers become responsibility that need to be anticipated early on. Some of the issues are what breakthrough efforts have been made by the Vocational High School in DKI Jakarta to answer these challenges; and With regard to the level of quality of human resources, why the position of our country is still far compared to neighboring countries. The task of the principal as the top management plays an important role so that the ability to manage must be supported by a professional attitude.

The main target that must be achieved by schools in carrying out educational activities is to produce "qualified graduates", therefore schools must have professional educators and carry out quality education processes as well. To control and guarantee the quality of the implementation of education, the school is required to take concrete steps and be able to detect the progress of the learning process and results of its students regularly / periodically. Not only in the realm of knowledge and skills but also in the attitude and mental aspects. The quality of graduates must show reliable character quality. Graduates from education units are actually future assets.

In connection with efforts to improve quality, there are five main strengths that can encourage the movement of school institutions to achieve the expected "quality" of education, namely; (a) Effective school leadership, (b) Appropriate design / standards, (c) Effective systems, (d) Personal awareness and motivation, (e) a conducive environment. Organizers and school administrators or principals are required to be able to carry out their functions effectively, be good at leadership, understand the principles of education, and be quality minded.

Furthermore, to facilitate this, measuring quality and making equality of perception is the first step, which is built and equated to be used as the basis for formulation or quality limitation. This means that the context of quality is not merely described to avoid subjectivity. What will be the focus of the formula to equalize understanding of what will be discussed. Zainal et al (2016) highlighted that "to measure it, it is necessary to first create a common perception about what is meant by quality in the education institution system."

In this study, quality will be discussed in terms of education quality. With regard to the quality of education, the context of quality will be seen from the aspect of service institutions, and the achievement of learning objectives that all lead to students. How education productivity is pursued by paying attention to aspects of output and input, the performance of institutions and the use of resources, as well as effectiveness and efficiency. In the business and industry world, there is a quality management concept known as Total Quality Management (TQM) or "integrated quality management". The application of the quality management concept has brought success in management, quality improvement, and achieving company profits. Integrated quality management is a management that focuses on continuous improvement efforts to meet the demands of the workforce. schools can implement School Based Management (SBM). Therefore, the concept of integrated management is very appropriate to be applied to vocational schools to achieve an improvement in the quality of education through school quality assurance and control.

Various regulations in the field of education have been poured out by the government to spur and realize the management and implementation of education systems in this beloved homeland is getting better with the development and demands of changing times. The legal basis upon which education is carried out, among others, can be stated: (a) Law Number 20/2003 concerning National Education System, (b) Government Regulation Number 32 of 2013 concerning National Education

Standards, (c) Minister of National Education Regulation Number 64 of 2013 concerning standards contents, (d) Minister of National Education Regulation No. 54 of 2013 concerning graduate competency standards, (e) Minister of Education and Culture Regulations No. 28 of 2016 concerning quality assurance systems for primary and secondary education.

Vocational education as a sub-system of the national development system is important in participating in the development of human resources. The regulation of the education sector can be used as a reference or benchmark for minimum standards for the implementation of vocational education, thus it is expected to become an educational activity that can be relied upon in producing graduates who are of high quality and have productive abilities as national assets.

The reality in the field regarding quality assurance is that ISO 2000 has not been implemented consistently in several public schools. Some even do not conduct quality assurance activities with external parties because of the reason they have stopped the ties with ISO 2000. Another thing is the existence of schools that do not have officers who are responsible for implementing quality assurance specifically. Representatives in the field of Quality Management in several schools have been eliminated on the grounds that they can be doubled. Another reason is that there are too many administrative activities while the support of time, costs, facilities and energy is very limited.

Another thing is that the elements of curriculum and other educational devices are certainly required to meet quality standards that are in line with the expectations of society. Given the dynamic condition of the community, the design / standard must always be adjusted to the dynamism of the demands of the community's needs, so that schools can always look superior. The company should be involved as a partner intuition. To realize this, it is still constrained by the company because of differences in vision and mission. Not to mention the problem of time and energy, so often the work practice activities in the industry are still far from expectations. The school should be able to get many things from field practice activities to harmonize the curriculum (curriculum validation).

With the implementation of school quality management in the form of implementing quality improvement programs on an ongoing basis it is expected that the school will get many benefits. Target focus with objectives and standards will be clearer. Similarly, the implementation of teaching and learning activities and other activities will be more effective, avoid mistakes. In terms of resources such as labor, and costs, it will be more effective and efficient. The end result is to produce graduates who meet the standards / quality, and the good name of the school and public trust increases. Even the welfare of school residents will increase.

The implementation of quality control resulting from products and services will essentially control all aspects of activities carried out by the school, from the start of controlling the quality of the program, the quality of the process including the quality of human resources and quality of management, to controlling the quality of results. So, if the school institution is able to carry out the process of quality

control of all components and aspects of its activities appropriately, then the school will be able to guarantee the effectiveness of the education process and the achievement of graduate / graduate quality according to the stated goals / standards.

As described above, all of that is certainly not independent of the ability of the Principal to carry out management functions. Operationally the principal is the person most responsible for planning, coordinating, mobilizing, and aligning all school resources. The principal is a motivating factor to realize the vision, mission, goals and objectives of the school he leads to quality schools. Quality in the field of service, in the field of learning, in the field of infrastructure, human resource development, in the field of academic and non-academic achievements.

Vocational education at the secondary level of education held is expected to have quality and excellence insights, as well as continuously guarantee and quality control. Measuring the quality of planning, closing processes can do this, and the results of educational services based on national standards by taking into account the curriculum and demands of the workforce, on the level of productivity and quality of work. Schools that are oriented to "quality" are required to always move dynamically full of innovation efforts, and condition themselves as learning institutions or organizations that always pay attention to the demands of the growing needs of society. For this reason, schools are required to always try to improve the design or standard of process and results of education so that they can produce "graduates" that are in accordance with the demands of society. From the description, it is important to examine the influence of the principal's managerial competence on the quality of the vocational high schools of Business Management group.

METHOD

This study used a quantitative approach aimed at obtaining empirical data to see whether or not there is a strong and weak influence of the principal's managerial ability on the quality of the State Vocational High School of Business Management group in North Jakarta. For the data collection technique, the study used a questionnaire of 5 Likert scales. The instruments are in the form of questions given to respondents. Research was conducted at three (3) State Vocational High Schools namely, SMKN 12, SMKN 23 and SMKN 49, which all of them are located in North Jakarta. The number of respondents was 102 teachers from 138 of total population. The study employed the Slovin formula to take the sample.

RESULT AND DISCUSSION

The research findings are presented descriptively for each variable and each relationship between variables discussed as follows, a general description of the quality of North Jakarta Vocational High of School Business Management major obtained by the range of respondents from 150 - 196, with a range (the difference between the maximum and minimum values are 46). The average result is 171.76

almost the same as the result of the middle tendency 172, while the most tendency is 175. For the population data the standard deviation (s) is 10.53, which is the root of the variance 119.964. This means that the distribution of the average score of 171.76 can be seen from the variance value (σ^2) of 119,964. The total number of scores of all respondents is 17520. Test for normality by looking at the results of the Shapiro-Wilk test obtained statistical value of 0.986, df 102 with a significance of 0.367 above the sig (α) 0.05.

Regarding the general description of the principal's school managerial capability is operationalized into 41 items. The results of the statistical calculation obtained the range of scores from respondents ranged from 141 to 192, with a range (the difference between the maximum and minimum values) of 51. The average score of 170.01 was almost the same as the middle trend of 170, while the most trend was 168. For the population data, the standard deviation (s) obtained 10.488 is the root of 109.990 variance. This means that the distribution of scores on an average of 170.01 can be seen from the variance value (σ^2) of 109,990. The total score of all respondents is 17341. Test for normality by looking at the results of the Shapiro-Wilk test obtained the statistical value of 0.976, df 102 with a significance of 0.062 above the sig (α) 0.05.

Quality Variable Homogeneity Test North Jakarta vocational school Business Management major based on the capability Principal managerial using the Leven test obtained statistical Leven values of 0.930, df_1 25 and df_2 60 with a significant value of 0.566 above the sig (α) 0.05. Then for the linearity test, it obtained the value of F 1.418 with a significant value of 0.108 above the value of sig (α) 0.05.

The results of data processing based on hypothesis testing that has been done between the influence of the principal's managerial abilities (X_1) on school quality (Y). It obtained the regression equation $Y = 100.828 + 0.417 X_1$ with a correlation coefficient of 0.400. This indicates that there is a significant effect between the principal managerial ability variables (X_1) on school quality (Y). This opinion is based on the applicable category with the acquisition of $r_{\text{value}}=0.400$ in the interval 0.30 - 0.49. The coefficient of determination (R_{square}) obtained from this study is 16%, while 84% is influenced by other factors (epsilon).

From the results of the above research, efforts to improve the graduation, of course, are directly with the performance of school heads. Wahjosumidjo (2005, p. 82) states that the principal has an important role in driving school life in achieving its goals. According to him there are two things that need to be considered, first, the principal as a central force that is the driving force of school life, and Second, principals must understand their duties and functions for the success of the school, and have a concern for the staff and students. The estuary of school activities is how to produce quality graduates. Graduate quality is inseparable from the quality of services provided by schools to students. This means how the management team creates quality schools to provide quality services through the principal as

the highest responsible person. School as a service provider education certainly has characteristics such as other services.

In this context, services as service products in educational organizations that meet quality or quality can be seen from the following aspects: (a) Communication (communication) between service providers and service recipients, (b) Credibility (credibility) of service recipient trust against service providers, (c) Security (security) Security of services offered, (d) Customer knowledge (knowing the customer) Understanding of the service provider to the recipient of services or understanding of service providers to the needs and expectations of service users, (e) Standards (tangibles) That in providing services to customers must be able to be measured or made standards, (f) Reliability (reliability) Consistency of the work of service providers and the ability of service providers to fulfill the promises of service recipients, (g) Response (responsiveness) Response of service providers to needs and expectation of the recipient of the service, (h) Competence (competence) Ability or skill of the service provider needed s every person in the organization to provide services to recipients of services, (i) Access (access) Ease of service providers to be contacted by service recipients, (j) Layout (courtesy) Courtesy, respect, attention, and similarity in personnel relations (Al-Jufri 2011).

Schools are organizations that provide education services. Unlike the industry, school orientation is directed at producing qualified graduates. According to Wahyudi (2009), school productivity with regard to the quality of graduates has the meaning of intelligence, knowledge, values, and attitudes including personalities that are in line with the expected goals of education.

Comparing output and input can see the productivity of school. This means how the output of the service program implementation activity is compared to the input received by the school in the form of time, energy, facilities, regulations, and others to implement it. Not only that, how the performance of the work displayed is compared to the power that is owned. Another thing is how effectiveness is compared to efficiency. The end result of seeing school productivity can be in the form of an index, which can be described as follows;

$$\text{Productivity Index} = \frac{\text{Output}}{\text{Input}} = \frac{\text{Performance}}{\text{source user}} =$$

Figure 1. Productivity Index Formula (Wahyudi, 2009,)

The process of achieving quality is aimed at service goals that are in line with the expectations of users of education services. Al-Jufri and Suprpto (2014) emphasize the quality of education is an output produced from input and a continuous teaching and learning process. The school is considered quality if the output achievement is directly proportional to the input and process. The output of

education in schools is in the form of quality graduates who have intelligence, skills and abilities as expected.

Damayanti (2017) mentions the quality of education is the level of achievement of the benefits of input, process, output and outcome that are adapted to national education standards that are felt by users of education services. In line with this opinion is the opinion of Burge and Tannock in Rowley written by Zainal; "The educational institutions that enable students to enable students to be effective in learning goals including appropriate academics." success of an institution can be seen from the provision of a learning environment that allows students to achieve standardized learning goals.

The main objective of the implementation of vocational education is the preparation of students to enter the workforce with qualifications at the lower level. Formulation of goals greatly determines the relationship with other elements. The strength and clarity of the formulation of the objectives of vocational education will provide clarity to other elements, so that it is more focused and focused. Thus the quality of vocational schools can be interpreted as the achievement of the objectives of vocational education services to produce graduate competencies in the field of management of business according to the standards set.

To realize the productivity of quality education should pay attention to the whole process of structuring and the use of resources to achieve the goals of education effectively and efficiently. Two effective and efficient indicators can be seen from Wibowo's opinion cited by Wahyudi (2009) that indicators of effectiveness in education can be seen from the quality of the program, the accuracy of the preparation, satisfaction, adaptability, morale, motivation, achievement of goals and the appropriateness of utilization of facilities and infrastructure and learning resources in improving the quality of education in schools while the efficiency of education is related to optimizing the use of limited educational resources to achieve optimal output.

Furthermore, if you want to pay attention to whether the school strives for quality in the service process we can refer to Baker's thinking in Al-Jufri and Suprpto (2015) mentions seventeen school standards including: (a) administrators and staff as well as teachers are reliable professionals, (b) available a broad curriculum for all students, (c) having a philosophical always communicated that all children can learn with high expectations, (d) a good climate for learning, safe, clean, caring, and organized well, (e) a continuous assessment system supported by supervision, (f) high community involvement, (g) helping teachers develop strategies, instructional techniques and encourage group collaboration, (h) programmed schedules to provide training in positions and seminars for all staff, (i) organizing human resources to serve all students, (j) communication with parents and providing there will be sufficient time for dialogue, (k) clearly define and articulate goals, (l) maintain staff who have a balance of skills and abilities and know the specific strengths and capabilities of staff, (m) work to maintain high morale towards organizational stability and limit levels turn-over, (n) work hard to

maintain class size according to the subjects and grade level of students according to existing rules, (o) develop with staff and parents of school policies in discipline, assessment, attendance, testing, promotion and memory, (p) cooperation between teachers and parents to provide service support in solving student problems, and (q) maintaining good relations with the local government.

There are several principles that need to be held in implementing quality programs such as the following: (a) Professional Leadership, (b) Ability to face system failure, (c) Make a leap of change, (d) Money is not determinant, (e) Commitment is the main key, (f) Able to overcome the demands of the times, (g) Flexible, (h) Measurable, and (i) sustainable (Lecturer Team on Education Administration UPI, 2009). Handling the quality of education is not an easy job and must be handled seriously. The need for professionals relates to the nature of the activities of handling quality education. To eliminate the problem and possible failure of system, and rapid development changes outside of the school, creativity and hard work of all citizens is required. Of course this requires a strong commitment to deal with it all. Sincerity is marked by the desire to continue to make improvements on an ongoing basis.

Schools are required to be responsive and skilled in managing or treating complaints as feedback to achieve quality and position errors as an instrument to do right in the next period. Develop policies by making plans to achieve quality, both for the short, medium and long term by involving all people according to their main duties, functions and responsibilities. The view on everyone has creativity, is able to create quality that motivates and stimulates others to work in quality. The principle of each position is formulated to clarify the roles and responsibilities of each person, including the clarity of work directions vertically and horizontally.

In relation to the above, management is needed. Management words are often associated with Italian-English terms, which mean "control". This word gets the influence of French *manègeyang*, which means 'horse ownership' (which comes from English which means the art of controlling horses). French also adopts this word from English to management, which means the art of carrying out and managing. Based on its etymology, the term management actually comes from Latin *manus*, which means 'hand' *danagere*, which means 'do'. So, literally management means managing, implementing and controlling something.

The real definition of the word management turns out a lot, depending on the perception of each expert. However, there is one classic definition of management formulated by George Terry, who was quoted by Indrajit and Djokopranoto in Sule stated "management is a distinct process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplished stated objects by the use of human beings and other resources". Management is a process of planning, organizing, implementing, and controlling through people or other resources to realize goals. The process proposed by Terry is popularly known as POAC (planning, organizing, actuating, controlling). In general, management in the broadest sense is something related to the process of planning, organizing, directing and controlling organizational resources to achieve goals effectively and

efficiently. Meanwhile in a narrow sense, namely in the context of the educational environment, management is planning school programs, implementing school programs, leadership of the principal, supervisor / evaluation, and school information systems.

Wahyudi pointed out that skills are competencies related to work or the ability to carry out tasks and the results can be observed, including the principal. The principal is the manager of an educational institution in accordance with their respective levels of education. However, the assertion of the existence of a school principal as a manager in an educational institution can be assessed from the competency of managing the institution which includes: arranging the administration system of the principal; develop school operational policies; develop school settings relating to qualifications, specifications, work procedures, work guidelines, work instructions etc.; carry out institutional analysis to produce an efficient and effective organizational structure; develop school organizational units on the basis of function.

Referring to the opinion of George R. Terry as quoted by Soekanto (1992) that the managerial ability of the principal is the ability of the principal which consists of four indicators, namely: planning, organizing, actuating, controlling. Further said that the ability to plan is characterized by: making a plan, support the implementation of tasks, involve all components in planning, pay attention to the budget, provide facilities and infrastructure, and request reports from subordinates. Organizational ability is characterized by: dividing the work, arranging the division of labor, being transparent, sharing the remaining business results, making the right decisions, directing cooperation and asking for advice. The ability to move consists of moving the teacher, making decisions, doing guidance, being economical, paying attention to the teacher, developing the work team, understanding the main tasks, and paying attention to quality and quantity. The ability to control or control consists of the ability to make reports, supervise and observe, request reports, and oversee administration and operations.

From the conclusions above the author defines the managerial ability of the principal is the skill to work to carry out managerial tasks in leading certain educational units in a professional manner by managing the resources they have directed towards achieving the goals of educational institutions. Thus, the aspects measured in the managerial ability of principals are: (1) the ability to plan is characterized by; make planning, support the implementation of tasks, involve all components in planning, pay attention to the budget, provide facilities and infrastructure and request reports from subordinates, (2) organizational capabilities are characterized by; dividing the work, arranging the division of labor, being transparent, sharing the remaining business results, taking the right decisions, directing cooperation and asking for advice, (3) the ability to move consists of: moving the teacher, making decisions, doing guidance, being thrifty, paying attention to the teacher, understanding the task principal, and pay attention to quality and quantity, and (4) the ability to control or control which

consists of the ability to make reports, supervise and observe, request reports, and supervise administration and operations.

The quality of education services must be a concern to provide maximum service to its users. The dimensions of service quality according to Bo Bergman, Bengt Klefsjo, which have been adapted by Suhardan can be described as follows:

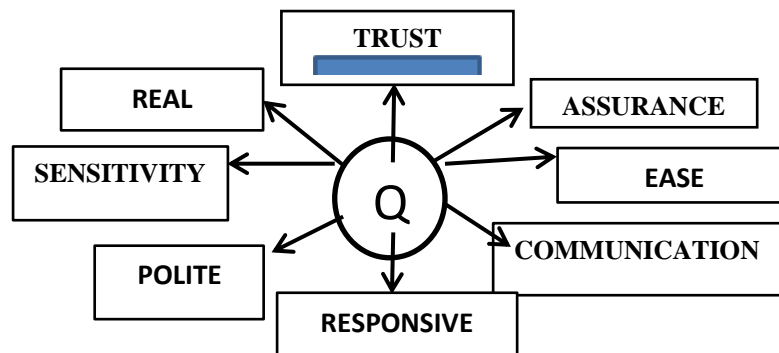


Figure 2. Dimensions of Service Quality (Dadang Suhardan, 2010)

Referring to David A Gavin, which was written by Suharsaputra (2010), it was stated eight dimensions or critical categories of quality, namely: (a) Performance (performance). Main performance characteristics of the product, (b) Feature (profile). Aspects of performance, or working on a product, (c) Reliability (trustworthiness). The possibility of a malfunctioning product or not functioning properly, with this context the product or service can be trusted in carrying out its function, (d) Conformance. Suitability or fit with the desire, (e) Durability both economically and technically, (f) Serviceability. It is about speed, politeness, competence, easy to repair, (a) Aesthetics (beauty). The beauty of the product in the design, taste, sound or smell of the product, and this is subjective, (h) Perceived quality (perceived quality), which is quality in the consumer's view .

Commitment to quality is always endeavored so that what is given produces quality graduates according to the stated goals. Schools as institutions should be managed professionally. The quality achieved will be directly proportional to customer trust and satisfaction. The dimensions of quality both in terms of products and customers are carefully observed. The role of school principals as top managers is important in building and creating school quality for instance how to move all available resources, especially human resources in school, and to mobilize the desired quality creation.

The principal is a top manager at school. . Creating an effective school certainly cannot be separated from the Principal who has professional abilities. Management functions can be implemented. The management team and the teacher council are expected to support each other.

Paying attention to various indicators to see the managerial ability of the Principal as an educational leader in schools, it is clear that there is a relationship with the quality of the school he

leads. The more skilled in management, the better the conditions of education services provided. Managerial ability of a Principal will be indicated by the performance shown. How the Principal carries out his main duties is certainly aimed at the success of himself leading the school to become an effective school. Institutional credibility is the main concern. Effective schools are led by effective principals.

A person who is declared competent in a particular field is someone who masters work skills or expertise in line with the demands of the work field in question and thus he has authority in social services in his community. The work skills are embodied in actions that are meaningful, socially valuable and meet certain standards (criteria) that are recognized or endorsed by the professional group and or the citizens of the community they serve. Obviously the competent person is able to work in his field effectively and efficiently. The level of competence of a person is not only pointing to the quantity of work but at the same time pointing to the quality of work. This is in line with the opinion of Suyatno, who was quoted as saying by Soekanto, (1992), the determinant of the quality of education in high school, one of which was the Principal.

CONCLUSION

The result shows that there is a direct influence of the principal's managerial ability on the quality of North Jakarta Management Business Vocational High School as seen in the results of equation. It indicates that the higher the managerial ability of the principal, the higher the quality of vocational high school. The principal's managerial ability can influence the quality of vocational schools, which school quality can be seen from the quality of graduates as the output of an educational institution. As the principal is a very important factor in realizing the school's vision and mission, creating effective schools is certainly inseparable from the principal who has professional skills, including managerial abilities.

However, the result of the study cannot be generalized since it has some limitations. Some limitations include the limited number of respondent, which is only 102 teachers of vocational high school, the limited area of research, the lack factors or variables, which may affect the principal's ability, and its methods. Thus, further research needs to be conducted to obtain more comprehensive results.

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