

Managerial Ability Of Headmasters At Sinjai District

Madalle Agi, H. Rakhmat, Haselman, Atta Irene Allorante

Abstract: This study aims to determine (1) a description of planning capability on the effectiveness of performance, (2) a description of the ability to organize on performance, (3) a description of the ability of leadership on the effectiveness of performance, (4) a description of the ability of socio-emotional on the effectiveness of performance, (5) a description of ability to supervise the performance effectiveness (6) the effect of capability planning, organizing, leadership, socio-emotional, simultaneous monitoring of the effectiveness of the performance. The method used is survey explanatory aimed to test the hypothesis by using the sampling method. Sampling was conducted through stratified random sampling technique. The data collection was done by using documentation and technical questionnaires. This study uses a combination of quantitative methods that dominant ie supported by qualitative methods. Quantitative data were analyzed with path analysis were processed using SPSS software, while the qualitative data collected through documents and questionnaires, then reduced, and served. Research shows that the ability to plan does not affect the effectiveness of school performance because the programming is still normative and not yet fully involve stakeholders, the ability to organize significantly influence the effectiveness categorized quite good performance, leadership ability significantly influence the effectiveness of performance in both categories, the ability of socio- emotional significantly influence the effectiveness of the performance in good enough category, surveillance capabilities significantly influence the effectiveness of the performance of the category is quite good, and the ability of planning, organizing, leadership, socio-emotional, monitoring positive and significant impact on the effectiveness of the performance of the very high category. Interesting things were found from the results of research in Sinjai is very dominant leadership abilities affect the effectiveness of the school's performance.

Keyword: Managerial Capabilities, planning, organizing, leadership, socio-emotional, supervision, and effectiveness of performance

1. INTRODUCTION

Problems bureaucracy current government can not be separated from the poor quality of personnel resources bureaucracy, morale and awareness of duties and responsibilities that low, the lack of understanding of the objective focus of its work, weak coordination function, bureaucratic organizations are very obese, with a high culture of corruption, and a low level of understanding on his duties as a public servant. Educational institutions as a public organization, on duty conduct educational activities as the process of human engineering and human society, it is very natural that education should be given priority in efforts to build a new Indonesia. The Fairness was mainly attributed to efforts to respond to the challenges of the third millennium, the key word is development and improving the quality of human resources. Decentralized education means delegation of authority from the central government to local governments to regulate in the field of education. Within the framework of the decentralization of education, headmasters have wider authority in determining achievement of objectives that lead to success and effectiveness of education and improving the quality of education. Increased effectiveness in the school is very much determined by the headmaster.

Headmasters who perform well are shown in the headmaster management capabilities are able to: (a) describe the existing resources to provide adequate support for teachers, teaching materials and maintenance facilities were excellent; (B) provide sufficient time for the management and coordination of the instructional process; (C) communicate regularly with staff, parents, students, community and government related in this case with the department of education. In other words, that school effectiveness is determined by the headmaster managerial ability. In addition, school effectiveness is also determined by the performance of headmasters who are competent in general should have the knowledge, skills, attitudes, performance, emotional intelligence and work ethic in accordance with the duties and responsibilities as the headmaster (Competency Standards of headmasters, 2007: 102). Managerial issues that arise in the current school headmaster is the absence of efforts to improve managerial professionalism in a dynamic and focused on the needs (ability and skills gained through the process they are natural routine managerial experience), lack of specialized training on the management of the school. Do not understand the level of management and skills required by the headmaster that conceptual skills (conceptual skills) required by top managers, the skills of humanity (human skills) and technical skills (technical skills) are more required by operational managers. (Mamduh, 1997: 16). Whereas the demands of modern education is a sound managerial located where the results achieved leads and attention to their customer satisfaction, cost efficiency, prioritize the learning process, the construction of school (balanced scorecard), by optimizing the performance of headmasters and managerial skills of headmasters. This study aimed to obtain information about how the managerial skills of school headmasters contribute to the effectiveness of school performance, further research focus is elaborated into several research questions as follows: (1) How would you describe the performance effectiveness of planning capabilities? (2) How would you describe the ability of the organization to the effectiveness of the performance? (3) How would you describe the ability to lead with performance effectiveness? (4) How would you describe the effectiveness

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of performance monitoring capabilities? (5) How would you describe socio-emotional abilities with the effectiveness of the performance? And (6) How to influence managerial ability in planning, organizing, leadership, supervision and socio-emotional jointly on the effectiveness of performance?

2. RESEARCH METHODE

The method used is survey explanatory aimed to test the hypothesis by using the sampling method. Sampling was conducted through stratified random sampling technique. The data collection was done by using documentation and technical questionnaires. This study uses a combination of quantitative methods that dominant ie supported by qualitative methods. Quantitative data were analyzed with path analysis were processed using SPSS software, while the qualitative data collected through documents and questionnaires, then reduced, and served. Managerial Capabilities independent

variables are described in the dimensions of planning skills, ability to organize, leadership ability, the ability of socio-emotional (emotional intelligence), and the ability of supervision and the dependent variable is the effectiveness of performance in Sinjai The population is the totality of all possible values, whether the results of counting or quantitative and qualitative measurement of certain characteristics of the complete set of objects and obviously we want to learn its properties. While the sample is a part of the population. As members of the population and the sample studied, can be illustrated in Table 1. Collecting technique in this research is (1) Technical Documentation intended as a way to collect data to study and record the parts that are considered important from various official treatise contained in research areas as well as in other institutions that have to do with the focus of research. (2) Questionnaire technique which uses a questionnaire distributed to respondents.

Table 1. Population and Sample

No	School Name	Headmasters (Population)	Sample	Description
1	Primary school	242	56	Stratified Random Sampling
2	Junior high school	45	11	
3	Senior High School	16	4	
4	Vocational high School	8	2	
	Total	313	73	

Source: Education Department processed, 2014

Analysis of the data used is the path Analysis. This analysis to determine the contribution of strategic factors managerial ability is the ability Planning (X1), organization (X2), leadership (X3), socio-emotional (X4), Supervision (X5) on the effectiveness of the performance of the headmaster either simultaneously or partially, Engineering calculations using multiple linear regression analysis and computer services Correlation with SPSS for Windows.

3. RESULT AND DISCUSSION

To answer the research questions posed writer, the writer based on hypothesis, because it is a quantitative research that is supported by qualitative.

1. Classic Assumption Testing

a. Assumptions Normality Test

Testing normality of the data the study was to test whether the statistical model of research variables normal distribution or not normal. histogram graph gives approximately normal distribution pattern is a bell-shaped so that the data of the variable capability planning, organizing ability, leadership ability, socio-emotional capabilities, surveillance capabilities and effectiveness of the organization's performance had a normal distribution and can be used in further data processing. Normal image Probability Plots methods used to conclude whether the path analysis models meet the assumptions of normal, with the spread of the data around the diagonal line and follow the direction of the diagonal line then the data meet normal assumptions in the model path analysis

b. Test Assumptions Multicollinearity

Multicollinearity means a strong correlation between some or all of the independent variables in the regression model. The

test results assumption variables Multicollinearity planning, organizing, leadership, socio-emotional, monitoring the effectiveness of the performance has a very strong category. In this experiment, the variance inflation factors (VIF) as an indicator of the presence or absence of multicollinearity between independent variables. Based on the value of VIP obtained as shown in the table 2 above for 2.704 showed a fairly high correlation strong among independent variables, where the value VIP of the two variables are non smaller than 10 and can be concluded there is no multicollinearity among the five independent variables except leadership skills multicollinearity value reached 11.442.

Table 2. The test results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21,149	9,400		2,250	,028		
	X1_planning	,251	,151	,111	1,661	,101	,219	4,565
	X2_organizing	,841	,291	,275	2,895	,005	,108	9,277
	X3_leading	1,252	,322	,411	3,889	,000	,087	11,442
	X4_sosio-emotional	,399	,189	,112	2,105	,039	,342	2,921
	X5_controlling	,465	,176	,126	2,648	,010	,429	2,334

a Dependent Variable: Y_performance of effectiveness

c. Test assumptions Autocorrelation

Autocorrelation as a correlation between the value of the variable with the same variable on one or more variables than ever. According to Cornelius Tihendradi (2005: 212), the range of values autocorrelation test conducted in the test Durbin Watson (DW) as follows: $1,229 <DW> 4-1229 = 2,771$ autocorrelation. Based on the results obtained by processing statistical value of Durbin-Watson (DW) obtained a value of 1.544, the value is in the range of $1,229 <DW> 4-1229 = 2,771$.

2. Correlation Analysis and Regression Analysis

Correlation analysis aims to measure the strength of association (correlation) between two variables linear and

claimed the degree of closeness between variables related. In the data processing in SPSS used bivariate correlation analysis model is used to find the degree of closeness of the relationship and the direction of the relationship, the higher the value the higher the correlation is the relationship between the two variables.

a. Partial correlation variables.

Based on the analysis of partial (individual) is known, each variable has been linked to one another. These linkages not only between an independent variable and dependent variable, but the value of the correlation between the independent variable itself.

Table 3. Partial correlation coefficient

		Y	X1	X2	X3	X4	X5
Y_Performance of effectiveness	Pearson Correlation	1	,874(**)	,936(**)	,950(**)	,814(**)	,777(**)
	Sig. (2-tailed)		,000	,000	,000	,000	,000
	N	73	73	73	73	73	73
X1_planning	Pearson Correlation	,874(**)	1	,850(**)	,873(**)	,759(**)	,711(**)
	Sig. (2-tailed)	,000		,000	,000	,000	,000
	N	73	73	73	73	73	73
X2_organizing	Pearson Correlation	,936(**)	,850(**)	1	,941(**)	,773(**)	,735(**)
	Sig. (2-tailed)	,000	,000		,000	,000	,000
	N	73	73	73	73	73	73
X3_leading	Pearson Correlation	,950(**)	,873(**)	,941(**)	1	,803(**)	,734(**)
	Sig. (2-tailed)	,000	,000	,000		,000	,000
	N	73	73	73	73	73	73
X4_sosio-emotional	Pearson Correlation	,814(**)	,759(**)	,773(**)	,803(**)	1	,601(**)
	Sig. (2-tailed)	,000	,000	,000	,000		,000
	N	73	73	73	73	73	73
X5_controlling	Pearson Correlation	,777(**)	,711(**)	,735(**)	,734(**)	,601(**)	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	73	73	73	73	73	73

** Correlation is significant at the 0.01 level (2-tailed).

b. Simultaneous Correlation variables

Based on the results of the correlation coefficient simultaneously known the value of the correlation capability of planning, organizing, leadership, emotional intelligence,

surveillance headmasters with the effectiveness of organizational performance by 0.967. The value is in the range 0,81- 10.00, the degree of the strength of the relationship is very strong clasification.

Table 4. Simultaneous Correlation Analysis Model Summary(b)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,967(a)	,935	,930	8,03457	1,544

a Predictors: (Constant), X5_ Supervision, X4_ sosio_ emotional, X1_ planning, X2_ Organizing, Leadership X3_b Dependent Variable: Effectiveness _ Y_ performance

3. Analysis Coefficient of Determination

Regression analysis was used in forecasting the dependent variable based on independent variables.

percent, and surveillance capabilities have determination coefficient 12.6 percent. (looking for table 3. The coefficient of determination of partial)

a. Coefficient Determination by Partial

Effect of partial determination coefficient determined by reading the SPSS output and multiplying the value of Standardized Coefficients Beta (in the table coefficient) with partial correlation value. Planning capacity of determination coefficient of 11.1 percent, the ability of the organization has a coefficient of determination was 27.5 percent, leadership ability has a coefficient of determination of 41.1 percent, socio-emotional abilities have a coefficient of determination of 11.2

b. Coefficient of Determination simultaneously

The estimation results are shown in Rsquare values (Table 3) with Rsquare value of 0.930. The value indicates the effect the ability of planning, organizing, leadership, emotional intelligence, surveillance headmasters to give effect to the increased effectiveness of the organization's performance simultaneously (overall) is approximately 93 percent (Table : 1.Model Summary)

c. Path Analysis, Direct and Indirect Influence

Table 5. The results of the analysis of the correlation coefficient, Sig, thit, Fcount, R, R 2, R Adjustment

Variable	Correlation	R	Coefficient Beta	R2	T _{count} Df=73	t _{table}	P Value /Sig	F _{count}	F _{table}	R2 Adjust	Conclusion
X1 - X2	0,850	-		-	2,250	1,993		-	-	-	Significant
X1 - X3	0,873	-		-				-	-	-	
X1 - X4	0,759	-		-				-	-	-	
X1 - X5	0,711	-		-				-	-	-	
X1 - Y	0,874	-	0,049	-	1,661	1,993	,101	-	-	-	not significant
X2 - X3	0,941	-		-				-	-	-	
X2 - X4	0,773	-		-				-	-	-	
X2 - X5	0,735	-		-				-	-	-	
X2 - Y	0,936	-	0,291	-	2,895	1,993	,005	-	-	-	Significant
X3 - X4	0,803	-		-				-	-	-	
X3 - X5	0,734	-		-				-	-	-	
X3 - Y	0,950	-	0,442	-	3,889	1,993	,000	-	-	-	Significant
X4 - X5	0,601	-		-				-	-	-	
X4 - Y	0,814	-	0,119	-	2,105	1,993	,039	-	-	-	Significant
X5 - Y	0,777	-	0,132	-	2,648	1,993	,010	-	-	-	Significant
X1 - X2 -X3 - X4 - X5 - Y		0,967	21,149	0,935	2,250		,028	191,628	2,340	0,930	Significant

Source: Statistics data processing, 2015

4. Analysis Hypothesis Testing

After the re-calculated level of contribution / influence of independent variables on the dependent variable, then performed significance test to get a more exact conclusions from the research. Testing the hypothesis starts from the first test sub-structure, and continued with a second test sub-structure (complete model). Looking for table 5. The results of the analysis of the correlation coefficient, Sig, t count, F count, R, R 2, R Adjustment.

a. Hypothesis Testing in Partial

In a test of hypothesis partially and simultaneously can be indicated t count and F table in SPSS as shown in the following table 5.

1. The first hypothesis to be tested is the ability to influence planning and performance effectiveness headmasters are tested using the t test and a summary of the test results can be seen t count amounted to 1,661 with significant value (p-value) greater than 0.05. Because t count (1,661) is smaller than t table (1.993) then the error rate of 5% is no good reason to accept (H₀) and reject the

research hypothesis (H_a), so with a 95% confidence level can be concluded that the ability of planning does not affect the effectiveness the performance of the headmaster. The conclusion that t_{count} H_0 fall in the reception area which means there is no partial significant influence on the effectiveness of the planning ability of school performance by 0,049 or 4.9%.

2. The second hypothesis to be tested is the ability of the organization to influence the effectiveness of the performance of school headmasters who are tested using the t test and a summary of the test results can be seen t_{count} amounted to 2.895 with significant values (p-value) greater than 0.05. Because t_{count} (2.895) is greater than t_{table} (1.993) then the error rate of 5% is no strong reason to deny (H_0) and accepting the research hypothesis (H_a), so with a 95% confidence level can be concluded that the ability of organizing significant effect on effectiveness the performance of the headmaster. t_{count} conclusion that the fall in the rejection of H_0 which means a positive and significant impact on the ability of organizing partially on the effectiveness of the performance of the headmaster amounting to 0.291 or 29.1%.
3. The third hypothesis to be tested is the leadership ability to influence the effectiveness of the performance of school headmasters who are tested using the t test and a summary of the test results is t_{count} amounted to 3.889 with significant values (p-value) greater than 0.05. Because t_{hitung} (3.889) is greater than t_{table} (1.993) then the error rate of 5% is no strong reason to deny (H_0) and accepting the research hypothesis (H_a), so with a 95% confidence level can be concluded that the ability of leadership significantly influence the effectiveness the performance of the headmaster. so t_{count} fall in the rejection of H_0 which means a positive and significant effect partially on the leadership skills of the effectiveness of the performance of the headmaster amounting to 0.442 or 44.2%.
4. To prove the hypothesis testing of the statistical hypotheses were tested using the t test and a summary of the test results is t_{count} amounted to 2,105 with significant value (p-value) greater than 0.05. Because t_{count} (2.105) is greater than t_{table} (1.993) then the error rate of 5% is no strong reason to deny (H_0) and accepting the research hypothesis (H_a), so with a 95% confidence level can be concluded that the ability of socio-emotionally significant effect the effectiveness of the performance of the headmaster. t_{count} conclusion that the fall in the rejection of H_0 which means a positive and significant effect partially of socio-emotional abilities of the effectiveness of the performance of headmasters 0.119 or 11.9%
5. The fifth hypothesis to be tested is the ability to influence the performance effectiveness of supervision by school headmasters are tested using the t test and a summary of the test results can be seen t_{count} amounted to 2,648 with significant value (p-value) greater than 0.05. Because t_{hitung} (2.648) is greater than t_{table} (1.993) then the error rate of 5% is no strong reason to deny (H_0) and accepting the research hypothesis (H_a), so with a 95% confidence level can be concluded that the ability to control significantly influence the effectiveness the performance of the headmaster. conclusions t_{count} fall in

the rejection of H_0 which means a positive and significant impact on the ability of the partial supervision of the effectiveness of the performance of the headmaster of 0.132 or 13.9%.

b. Simultaneous in Hypothesis Testing

Overall test (simultaneously) were conducted to prove the influence of at least one independent variable on the independent variable. The test is performed using the F distribution by comparing the of F count F table. If the F count of $> F_{table}$, then H_0 stating that the variation of changes in the value of independent variables (the ability of planning, organizing, leadership, socio-emotional, supervision) can not explain the change in the value of the dependent variable (the effectiveness of the organization's performance) was rejected, and vice versa. Based on the obtained value calculation SPSS F count 191.628, by taking the α significance level of 5%, then from the F tabel distribution F count obtained for $n = 73$; $k = 5$; $df = n-k-1 = 73-5-1 = 67$; obtained a value of 2.340. Due F count $> F_{table}$ is $191.628 > 2.340$, H_0 is rejected, it means there is simultaneously a significant influence on the ability of planning, organizing, leadership, socio-emotional, effectiveness supervise the performance of the organization. The conclusion of the coefficient of determination adjusted (adjusted R^2) which is equal to 0.930 or 93%. as well as explaining the influence of variables outside the model, namely $1 - \text{adjusted } R^2 = 0.070$, or 7%. Based on the results of data analysis can be concluded that the hypothesis proposed in this study received. This indicates that a significant difference between the capabilities of planning, organizing, leadership, socio-emotional, monitoring the effectiveness of organizational performance together. This result implies that the theoretical model proposed in line with empirical conditions. This is in accordance with the opinion of George R. Terry (Silalahi, 2002), in his book Principles of Management, Terry classifies management functions: 1) Planning (planning), 2) Organizing (organization), 3) Actuating (mobilization) and 4) Controlling (monitoring). Followed by James A.F Stoner (1996: 34) in his book "Administration" classifies management functions, namely a) Planning (Planning), b) Organizing (Organizing), c) Leading (leadership), d) Controlling (Control) states that effectiveness of organizational performance is obtained through the ability of these factors, and added the opinion Goleman and Ayman Sawaf psychologists, stating a person's success in achieving effectiveness and efficiency organization is strongly influenced by the ability to manage emotions in dealing with others, in this case the authors call it the ability socio-emotional. It is thus very important to maintain and improve the effectiveness of the organization's performance through managerial skills possessed by the headmaster in a school-based management environment that is dynamic and competitive. Managerial capabilities Headmaster is a capacity that is owned by a Headmaster in managing the organization and resources in order to achieve organizational goals that include : a) the ability to plan which includes: 1) To formulate the vision and mission of the school, 2) Identifying the strengths, weaknesses, opportunities, challenges schools, 3) Develop operational policy of the school, 4) Prepare reports, 5) Develop a program of human resource /staff, 6) Develop a program of school infrastructure, 7) Develop financial programs of the school, and 8) Develop a community relations program; b) 1) The organization of the school, 2) Develop and change the organizational structure, 3) Flow and school policies, 4)

Provision of duties and authority, and 5) Coordination of the contribution of individuals and groups; c) the ability of the leadership include: (1) capable of making decisions and (2) able to establish communication (3) is able to motivate; d) Emotional Intelligence/Socio-emotional Headmaster measured in this study focuses on three dimensions: (1) emotional skills that include: emotional self-awareness, awareness of emotions toward others, life events .; (2) emotional skills that include: intentionality, creativity, resilience, interpersonal relations, and satisfaction constructive; and (3) The values of emotions and beliefs, which include : compassion, viewpoint, Intuition, the radius of trust, personal power, and integrity; and e) monitoring capabilities include: 1) Setting standards, 2) To measure achievement, 3) Monitoring and evaluating, 4) Comparing performance with the standard. The effectiveness of the performance of schools in the MBS is set scores achieved on a number of dimensions of performance of an effective school which include: a) productivity indicators include: (1) The amount of work organization / school, (2) Quality Assurance / Quality work organization / school, (3) the competitiveness of the productivity of the organization / school, and (4) Suitability productivity with organizational objectives, b) quality of service, the indicators include: (1) Quality of service organizations / schools, (2) Patience deal with problems that arise, (3) ability act quickly on demand, (4) Courtesy and friendliness of employees and c) responsiveness. Include: (1) the ability to associate a program of activities to the needs of the organization, (2) Spontaneity responsiveness of employees, (3) Availability of container community service, (4) Disclosure of employees in the organization.

1. Contributions capability planning headmasters of the effectiveness of school performance

Based on the results of data analysis can be concluded that there is a significant and positive contribution to the ability of planning Headmaster (X1) with the organization's performance (Y) in the district of Sinjai with a contribution of 0.111 units, assuming other factors constant, up 11.11%. In other words, it can be stated that the better the level of ability to plan the Headmaster, the higher the level of organizational performance School in Sinjai, while the remaining 89.99% is contributed again another factor. Determination ability to plan headmaster of 89.99% indicates that the ability to plan the headmaster can be used as predictors of organization performance school in the district of Sinjai. Ability to plan effective contribution Headmaster of 11.11% indicates that the ability to plan optimal Headmaster enough to influence the performance of the school organization. In other words it can be said that the good performance of school organization in Sinjai is less influenced by the ability to plan the headmaster compared to other factors. Things that cause planning capabilities do not contribute positively to the effectiveness of the organization's performance in the study area school is planning techniques and objectives that have been formulated can not be fully achieved and the further achievement of the objectives of the plan means that the destination is not effective. This is in line with the types of plans put forward Koontz and O'Donnell, this can be seen effective planning can be seen in: (1) Purpose of mission (Purpose or Mission), is the general direction and does not only apply to an organization, but all similar organizations in a community. (2) Objective (target), plan of goals, either completely or in part and is the

end of any activity carried out. (3) Strategy (strategy), plans which form the ways adopted in accordance with the circumstances in each place, time, and events required and will specify actions in the future to achieve the goal. (4) Policies (wisdom), the general instructions that guide the way of thinking leader in determining the actions of decision-making and have measures in accordance with the action in the organization, (5) Procedure (sequence as a guide), the plan set out in the sequence of activities undertaken and the guidelines that guide means acting to complete an activity. (6) Rule (the rule as a barrier), a rule that limits us, whether action should be done or not in accordance with the circumstances. (7) Program (concrete plans), described a concrete plan for therein has been enshrined in both goals, objectives, policies, procedures, and budgets or a series of actions to be implemented. (8) Budget (Budget), an overview of the expected results and the expenses necessary to achieve the results stated in the order.

2. The contribution of the organizing ability of the headmaster of the effectiveness of school performance

The ability to organize that includes: (1) capable of performing departmentation and divide responsibilities, and (2) capable of managing personnel. The indicator adapted back that in this study were 1) The organization of the school, 2) Develop and change the organizational structure, 3) Flow and school policies, 4) Provision of duties and authority, and 5) Coordination of the contribution of individuals and groups. Based on the analysis it can be concluded that there is a significant and positive contribution to the ability to organize Headmaster (X2) with the organization's performance (Y) in the district of Sinjai with contributions amounting to 0.275 units, assuming other factors constant, up 27.5%. In other words, it can be stated that the better the level of the ability to organize the Headmaster, the higher the level of organizational performance School in Sinjai, while the remaining 73.50% is contributed again another factor. Determination of the ability to organize headmaster was 27.5 % identified that the ability to organize the headmaster can be used as predictors of organization performance school in the district of Sinjai. The ability to organize effective contribution Headmaster 27.5% indicated that the ability to organize Headmaster quite optimal in influencing the performance of the school organization. In other words it can be said that the good performance of school organization in Sinjai quite influenced by the ability to organize the Headmaster. Organizing is the next stage after the planning. For that managers need to pay attention to the concepts of organization and authority-the authority that can be delegated or not. From this organizing process will gain organizational structure, it is necessary to put forward the forms of organization as well as the strengths and weaknesses of each form of organization. The task is to harmonize the organization of a group of people who are different, bring together a variety of interests and exploit the capabilities of all of them in a particular direction.

3. Contributions ability of school leadership on the effectiveness of school performance

Leadership skills / moves that include: (1) capable of making decisions and (2) able to establish communication (3) is able to motivate. Based on the analysis it can be concluded that there is a positive and significant contribution between the

leadership ability Headmaster (X3) with the organization's performance (Y) in the district of Sinjai with a contribution of 0.442 units, assuming other factors constant, an increase of 44.2%. In other words, it can be stated that the better the level of leadership ability Headmaster, the higher the level of organizational performance School in Sinjai, while the remaining 55.80% is contributed again another factor. Determination leadership abilities headmaster of 44.2% indicated that the leadership ability of the headmaster can be used as predictors of organization performance school in the district of Sinjai. Leadership or move an important function fundamental or in management, for planning that has been collated and organized to be carried out carefully. Therefore, the task of leadership is all this potential to be able to function to run all activities that goal can be achieved. Management function is also related to the use of human resources. Therefore, a manager in utilizing the capabilities of the human resources in order to achieve the organization's goals is to provide motivation for employees willing to work voluntarily in accordance with her wishes.

4. Contributions ability to manage emotional intelligence / socio-emotional headmasters of the effectiveness of school performance

Emotional intelligence / Headmaster Socio-emotional measured in this study focuses on three dimensions : (1) emotional skills that include: emotional self-awareness, awareness of emotions toward others, life events ; (2) emotional skills that include : intentionality, creativity, resilience, interpersonal relations, and satisfaction constructive; and (3) The values of emotions and beliefs, which include: compassion, viewpoint, Intuition, the radius of trust, personal power, and integrity. Skills someone Headmaster describe the ability to view the situation of schools and learning from the perspective of teachers and employees with the aim of encouraging them to be successful in the work. In such circumstances the headmaster should strive to observe and open ears to listen to what is important for the success of his subordinates. Based on the analysis it can be concluded that there is a positive and significant contribution between emotional intelligence abilities / Socio-emotional Headmaster (X4) with the organization's performance (Y) in the district of Sinjai with a contribution of 0.119 units, assuming other factors constant, up 11.9% , In other words, it can be stated that the better the level of emotional intelligence abilities / Socio-emotional Headmaster, the higher the level of organizational performance School in Sinjai, while the remaining 89.10% is contributed again another factor. Determination Emotional intelligence capabilities/Socio-emotional headmaster 11.9% indicated that the ability of emotional intelligence / Socio-emotional Headmaster can be used as predictors of organization performance school in the district of Sinjai. Headmaster at Sinjai more often manifest power and coercion to teachers and employees, or as authoritarian a teacher to the students, so now it's orientation to be changed. The headmaster tasks of teachers and school officials is to serve the students and the headmaster task is to serve teachers and employees. One of the keys in order to serve properly, the Headmaster must understand its customers. Headmasters should be able to identify the real needs of our customers, which is implied and often not aware of them and then match their needs with the services that have been provided. In such a service

orientation, the relationship is very important to build long term that sometimes requires sacrifice in order to maintain and preserve the relationship. To excel in service, monitoring the satisfaction of its customers, expressed his complaint. This activity, a Headmaster should not just wait until they can be performed simultaneously when the headmaster evaluation and monitoring activities at the school.

5. Contributions ability to control the headmaster of the effectiveness of school performance

Control capabilities which include: (1) capable of managing control and (2) capable of controlling the operations. The indicators are developed in school organization to 1) determine the standard, 2) To measure achievement, 3) Monitoring and evaluating, 4) Comparing performance with the standard. Based on the analysis it can be concluded that there is a positive and significant contribution between surveillance capabilities Headmaster (X5) with the organization's performance (Y) in the district of Sinjai with contributions amounting to 0.132 units, assuming other factors constant, an increase of 13.2%. In other words, it can be stated that the better the level of emotional intelligence abilities / Socio-emotional Headmaster, the higher the level of organizational performance School in Sinjai, while the remaining 86.80% is contributed again another factor. Determination surveillance capabilities headmaster of 13.2% indicated that the ability to control the headmaster can be used as predictors of organization performance school in the district of Sinjai. Supervision is the measurement and improvement of the implementation of the work of subordinates, so that plans have been made to achieve the objectives of the company can be held. From the description it can be concluded that the control objectives in the hope that the implementers restrict the actions achieve the goal in a way that is not so deviate from the exposure. Control cycle management functions into a complete and bring the organization to plan more clear, complete and coordinated.

6. Contributions ability of planning, organizing, leadership, emotional intelligence and surveillance with the same headmasters of the effectiveness of school performance

Based on the analysis it is concluded that there is a contribution that is positive and significant correlation between the ability of planning, organizing, leadership, emotional intelligence and supervision of school headmasters together on the effectiveness of the performance of schools in the district of Sinjai with a contribution of 93% while the rest another 7% is contributed by other factors not studied. Thus we can conclude that the null hypothesis (H0) that states "there are no significant and positive contribution between the ability of planning, organizing, leadership, emotional intelligence and surveillance with the same headmasters of the effectiveness of the performance of schools in the district of Sinjai rejected. Whereas the alternative hypothesis (Ha) which states "there is a significant and positive contribution to the ability of planning, organizing, leadership, emotional intelligence and surveillance with the same headmasters of the effectiveness of the performance of schools in the district of Sinjai" unacceptable. It draws from the research are obtained managerial ability is the most dominant leadership abilities.

4. CONCLUSIONS

The main focus of this research is the managerial capacity of the headmaster of the effectiveness of school organizational performance. Based on the results of research and discussion that has been presented, the conclusion as follows:

1. The ability of planning headmasters do not significantly affect the effectiveness of the performance of schools in the district of Sinjai. The findings of the research explained that the planning skills are not always in line with the effectiveness of the organization's performance. This means that in measuring the effectiveness of school performance still need to improve planning capabilities. The effectiveness of the performance can be done by optimizing the organization and its resources in Formulating the vision and mission of the school; Identify strengths, weaknesses, opportunities, and challenges of the school; Develop operational policies of the school; Compiling reports; Develop human resources programs/educational staff; Develop a program of school infrastructure; Develop financial programs of the school; and Develop a community relations program.
2. Description of the organizing ability of the headmaster to the effectiveness of its performance in Sinjai categorized enough. This is because not yet fully implementing the organizing dimension. In other words, not in totality and consistently implement organizing its responsibility. When viewed from 5 (five) subvariable organizing the unfavorable influence on the effectiveness of the performance is to develop and change the organizational structure, as well as coordination of contributions from individuals and groups. Generally develop and change the organizational structure is in a position relatively, this is caused by the rules that apply so that headmasters receive only organizational structure without being able to develop it. While coordinating the contributions of individuals and groups well enough categories, which means that the effectiveness of the school's performance in the context of coordinating the contribution of individuals and groups do not optimal headmaster. Organizing done still formalistic, not yet moving member to complete the task and responsibilities are sincere. it shows the effectiveness of the achievement of performance is strongly influenced by the organization which carried out the headmaster primarily related to productivity, quality of service and responsivity
3. Description of the headmaster's ability to lead to effective performance in Sinjai is quite high, it is because not yet fully implement the leadership dimension with full responsibility. Of the three subvariable leadership include (1) the ability to make decisions and (2) the ability to establish communication (3) ability to motivate. The test results based on the aspects of leadership variables obtained the highest value to lowest: the ability to motivate, communications skills, and the ability to take decisions. The cause of this is the ability to make decisions rather than starting from the bottom-up which is a prerequisite that a decision could be accounted for together. The responsibility of decision making still, lies in the leadership, not divided. Whatever the decision of the leadership if it comes from the bottom, then they will support that decision wholeheartedly.
4. A description of the headmaster oversight capabilities of the effectiveness of its performance in Sinjai tends to lower categories. Of the four subvariable that is setting standards, conducting performance measurement, monitoring and evaluating, and comparing performance with standards. subvariable conduct performance measurement been modest, is caused by a particular month, the activities headmasters large capacity, so that the assessment of performance becomes not a priority that must be resolved, as well as execution time is not based evaluation processes, namely the evaluation from the beginning to the end of the year. The test results based on variables other supervisory aspects obtained the highest score is setting standards. In general, the headmaster in determining the standard is not a problem, because it has been adapted to the analysis of the resources owned by the school.
5. Description of emotional intelligence capabilities (socio-emotional) headmasters with the effectiveness of its performance in Sinjai quite enough, three subvariable namely emotional skills that include: emotional self-awareness, awareness of emotions toward others, life events; Emotional skills that include: Intensionalitas, creativity, resilience, interpersonal relations, and satisfaction constructive; and the values of emotions and beliefs, which include: compassion, viewpoint, Intuition, the radius of trust, personal power, and integrity. The test results of socio-emotional aspects obtained by the lowest value that the values of emotions and beliefs, and emotional skills. The values of the weakest emotion is compassion and the radius of trust, the cause is a culture of compassion, helping colleagues and subordinates on results, not the process that led to unproductive and even tend to be apathetic. Likewise, the weak dimensions emotional skills are creativity, the school head considers the rule as a benchmark to work, creativity tends to collide with the rules, because the creativity is often overlooked as a factor that must be fully supported. Medium emotional skills tend to be very good, it is associated with events in the life of the school head tends to adhere to robust brought up in managerial activities. 6. Headmaster managerial capability in planning, organizing, lead, supervision and emotional intelligence (socio-emotional) jointly positive and significant impact on the effectiveness of its performance in Sinjai is very high. Empirically, the results showed the ability of planning, organizing, directing, monitoring and emotional intelligence (socio-emotional) jointly by aspects obtained the highest score is the ability of leadership, and the ability to organize, control capabilities, the ability of socio-emotional and the latter's ability to plan , But in this study also found that there are other factors that influence was not examined in connection with the effectiveness of school performance. Another factor that could be due to the internal organization of such authority, organizational culture, incentives, and the spirit of cooperation, it could be other factors outside the organization that is the policy the Department of Education, Regents policy, Supervisor, journalists or stakeholders. Managerial skills of school headmasters significantly influence the effectiveness of school performance. This is demonstrated by improvements in the performance of schools will have an impact on school effectiveness has increased as well.

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