Principal's Interpersonal Skills of Vocational Senior High School

1st Nathanael Sitanggang[1], 2nd Putri Lynna Adelinna Luthan[2], 3rd Abdul Hamid,K[3]
{nathanaelsitanggang@unimed.ac.id[1], putri.lynna@unimed.com[2], abdulhamidk1958@gmail.com[3]}

Faculty of Engineering, Universitas Negeri Medan, Indonesia[1,2,3]

Abstract. This study aims to examine the interpersonal skills of the principal of Vocational Senior High School (SMK), the relationship of each indicator to the latent construct variable of interpersonal skills, and the most dominant indicator influencing the latent variable of the interpersonal skills of the Vocational Senior High School's Principal. The method employed a survey. The samples were 161 teachers of Vocational Senior High School in Medan City. The instrument administered is a questionnaire that measures the interpersonal skills of Vocational Senior High Schools' principals with a reliability coefficient of 0.95. The analysis technique is descriptive statistical analysis and SEM analysis using AMOS tools. The result of the research shows that the interpersonal skills of the Vocational Senior High School's principal were classified as good (93.79%) and fairly good (6.21%). Furthermore, the ability to cooperate is the strongest indicator (75.69%) forming the latent construct variable of the principal's interpersonal skill of Vocational Senior High School. If arranged, the latent construct variables for the interpersonal skills of Vocational Senior High School's principal are 75.69% cooperative indicator, 50.97% of communication indicator, and 46.24% of social life indicator. The results of this study will contribute to education management.

Keywords: interpersonal skills, principal of Vocational Senior High School.

1 Introduction

An important aspect of leadership in education is leadership. According to Hoy and Miskel, the current model perceives that problem-solving skills, decision-making skills in social life, and knowledge create effective leadership into reality [1]. Hoy and Miskel [1] explain that there are three important categories of skills associated with leadership effectiveness, comprising: 1) technical skills, 2) interpersonal skills, and 3) conceptual or cognitive skills. Interpersonal skills indicate an understanding of the feelings and behaviors of others and perceiving how to collaborate with other individuals and cooperative relationships, for instance, the ability to communicate clearly by means of written or oral media, maintaining cooperation and collaborative relationships, being sociable, sensitive, and empathic.

The situation affecting the importance of skills is the situation of a manager within a hierarchy of authority in an organization. Figure 1 displays the relative importance of the three skills to leadership effectiveness for low-level managers, middle-level managers, and top-level managers.
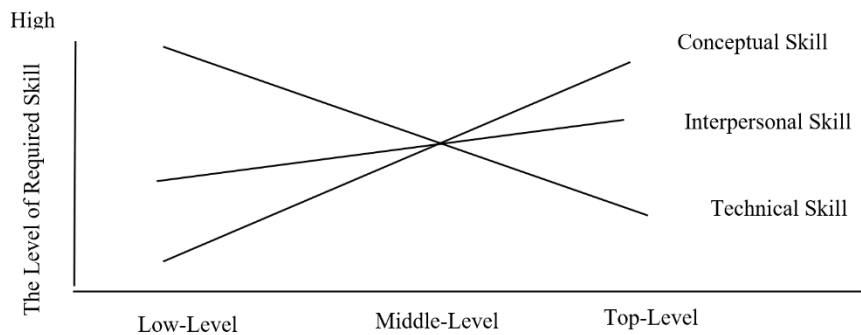
High
The Level of Required Skill

Conceptual Skill

Interpersonal Skill

Technical Skill

Low-Level   Middle-Level   Top-Level

Fig. 1. Leadership at Different Management Levels [4].

Middle-level managers are primarily concerned with extending previously existed structures and developing methods to implement policies and goals set at higher bars. This role requires a mix of technical, interpersonal, and conceptual skills. Low-level managers are primarily responsible for implementing policies and maintaining workflow within the organizational structure; for low-level managers, technical skills are relatively more important than conceptual skills or interpersonal skills. As a top manager, one requires approximately 40% of conceptual skills, 50% of social skills, and 10% of operational skills and is responsible to immediate supervisor or proprietors. As a middle manager (supervisor), one shall possess around 25% of conceptual skills, 50% of social skills, and 25% of operational skills and is responsible to top managers. As a low-level manager, one shall have no less than 10% of conceptual skills, 50% of social skills, and 40% of operational skills and is responsible to middle managers [2]. For more details on managerial skills at each level of management and the duty-bearer, it is shown in Figure 2.

Managerial Skill			Manager Level	Responsible to
Conceptual 40 %	50 %	10 %	Top Manager	Immediate supervisor or proprietors
25 %	Interpersonal (Social) 50 %	25 %	Middle Manager	Top Manager
10 %	50 %	Operational 40 %	Low Manager	Middle Manager

Fig. 2. Managerial Skills at Respective Management Level [2].

Figure 2 presents that from the three levels of managers, interpersonal (social) skills are pivotal in all levels of managers, showing 50%. Therefore, interpersonal skills occupy a very large portion of every leader at every level of leadership.

Robbins and Coulter affirm that human skills are the ability to work with other human beings individually or in groups. Since leaders deal directly with humans, these skills are a determining factor for their success [3]. Furthermore, Robbins and Coulter explain interpersonal skills, as: 1) Leading and guiding skills, 2) Diverse skills: working with different

people and different cultures, 3) Networking within the organization, 4) Networking outside the organization, and 5) Work in a team; cooperation and commitment. In line with Robbins and Coulter's explanation, Husaini Usman suggests that leaders with interpersonal skills are those who have the competencies: cooperate with others, participate in social activities, have social sensitivity (empathy) towards other people or groups, involve actively in workgroups, provide excellent service, communicate effectively, have organizational awareness, build working relationships, behave positively, cooperatively, collaboratively, persuasively, are able to manage conflict, negotiate effectively, are able to manage stress, and delegate work [2]. In relation to the explanation, Yukl refers to the term interpersonal skills as interpersonal intelligence, which is knowledge of human behavior and group processes, the ability to understand the feelings, attitudes, and motivations of others, and the ability to communicate clearly and persuasively [4]. Yukl further explains that interpersonal intelligence is empathy, social insight, attractiveness, wisdom and diplomacy, persuasive nature, and oral communication skills.

The results of the analysis of interpersonal skills show that Robbins and Coulter describe the terminology of interpersonal skills equivalent to human skills, while Yukl expounds a different terminology with Robbins and Coulter's, as well as Husaini Usman's. Yukl annotates the term interpersonal intelligence to describe interpersonal skills, although the terminology is different the meaning remains the same. Furthermore, the results of the analysis signify that the core of interpersonal skills is the ability of a leader to communicate effectively. Dubrin suggests that effective communication leaders are those who: speak beautiful language, use analogies, metaphors, anecdotes, and nonverbal language that reflect leadership [5]. Moreover, Dubrin states the nonverbal language that reflects leadership, including looking at the eye of the speech partners, standing up straight, and talking with a strong voice and a consistent tone. Therefore, the ability to communicate effectively will be achieved if a leader is able to harmonize verbal and nonverbal language.

2   Method

This study aims to examine the relationship of each indicator to the construct variable of the interpersonal skills of Vocational Senior High School's principal and the most dominant indicator forming the latent variable of the interpersonal skill of the Vocational Senior High School's principal. To achieve the research objectives, the survey method was carried out [6]. Data were collected using a Likert scale questionnaire with 5 alternatives: never, rarely, sometimes, often, and always. The research sample involved principals of Vocational Senior High School in Medan City totaling 161 respondents. After testing the instrument, the validity of the questionnaire items was analyzed using the product-moment correlation technique [7], and the reliability coefficient was measured using the Alpha coefficient formula [8]. According to the test results, there were 35 valid interpersonal skills questionnaires with a reliability coefficient of 0.95. The instrument reliability coefficient was high and significant. The analytical technique utilized is descriptive statistical analysis and confirmatory factor analysis with SEM analysis using AMOS tools [9].

3 Results and Discussion

3.1 Results of Descriptive Statistical Analysis

The summary of the descriptive statistical analysis is shown in Table 1.

Table 1. Summary of Descriptive Statistical Analysis.

Description	Interpersonal Skills
Total data	161
Minimum score	136
Maximum score	175
Range	39
Mean score	158.31
Standard deviation	28.17
Ideal minimum score	35
Ideal maximum score	175
Ideal mean score	155.50
Ideal standard deviation	6.50

Table 1 shows that the observation mean score of 158.31 is greater than the ideal mean score of 155.50 as the criteria. Further analysis indicates that 93.79% of respondents admitted that the interpersonal skills of Vocational Senior High School's principals were good and 6.21% stated they were fairly good. Thus, the interpersonal skills of Vocational Senior High School's principal in Medan City are fairly good in general. These results provide a proposition that the interpersonal skills classified as good from the principals of Vocational Senior High School will be able to improve the performance of teachers and education personnel in the school organization. Sitanggang [10] discovered that interpersonal skills had a direct positive effect on leadership effectiveness in school organizations. In support, Syahrudin [11] found that interpersonal skills had a direct positive effect on employee performance in government organizations. Furthermore, Khairani, Ahmad, Marjohan [12] observed that self-image contributed significantly to interpersonal communication by 32.1%.

3.2 Results of Confirmatory Factor Analysis

Based on confirmatory factor analysis, the latent construct model of the interpersonal skills of the Vocational Senior High School's principals is presented in Figure 3.
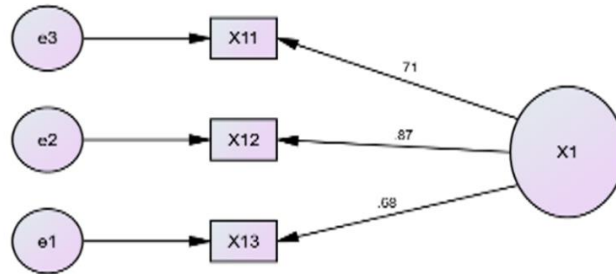
Fig. 3. Model of Latent Construct Variable.

Information:
X1 = interpersonal skills;   X12 = cooperative skills
X11= communication skill   X13 = social skills

    Given the confirmatory factor analysis, standardized regression weights were obtained as shown in Table 2.

Table 2. Standardized Regression Weights. Source: AMOS analysis results on primary data, 2021.

			Estimate	Percentage of Squared Estimate (%)	Information
X11	<---	X1	0.714	50.97	50.97% of variations in communication skills can explain the construct variables of interpersonal skills
X12	<---	X1	0.868	75.69	75.69% of variations in cooperative skills can explain the construct variables of interpersonal skills
X13	<---	X1	0.680	46.24	46.24% of variations in social skills can explain the construct variables of interpersonal skills

    The three indicators establishing the latent construct variable of interpersonal skills have a critical ratio (CR) value with a probability value of $p < = 0.05$, and have met the goodness of fit criteria that have been predetermined so that the model is declared a fit model according to the data. As shown in Table 2, the percentage of the most dominant relationship between each indicator to the latent construct variable of interpersonal skills can be graded. The indicators that form the latent construct variable for the interpersonal skills of the Vocational Senior High School's principal encompass 75.69% of cooperative skills, 50.97% of communication skills, and 46.24% of social skills. These results imply that cooperative skills are the strongest indicator of the latent construct variable of interpersonal skills, followed by communicative skills, and social skills. Research findings demonstrate that the ability to cooperate is a major component of the interpersonal skills of leaders. Leaders with good "cooperative character" will be able to collaborate, discuss, and work in teams so that organizational performance can be accomplished effectively. The results of this study correspond to the research probed [13]

which revealed that an important component of educators' interpersonal skills is teamwork. Zhang [14] summarizes that interpersonal skills in the educational setting are team leaders in a group.

4   Conclusion

All things considered, the interpersonal skills of the Vocational Senior High School's principal were in a good category. The components of interpersonal skills in this study are the ability to communicate, cooperate, and live socially. Nonetheless, the results of this study indicate that the most powerful component of the latent construct variable of interpersonal skills is the ability to cooperate. The orders according to the most dominant category are: the ability to cooperate, the ability to communicate, and the ability to live socially.

References

[1]   Hoy WK, Miskel CG. Educational administration: Theory, research, and practice. 8th Edition. New York: McGraw-Hill Companies Inc; 2008.
[2]   Usman H. Manajemen, Teori Praktek dan Riset Pendidikan. 2nd Edition. Jakarta: Bumi Aksara; 2008.
[3]   Robbins SP, Coulter M. Management. 9th Edition. New Jersey: Pearson Prentice-Hall; 2007.
[4]   Yukl G. Leadership in Organizations. 8th Edition. New York: Pearson; 2016.
[5]   Dubrin AJ. The complete ideal's guides: Leadership. 2nd Edition. Jakarta: Prenada; 2006.
[6]   Kerlinger FN. Foundation of Behavioral Research. 3rd Edition. Yogyakarta: Gadjah Mada University Press; 2006.
[7]   Sarwono J. Metode penelitian kuantitatif dan kualitatif. Yogyakarta: Penerbit Graha Ilmu; 2006.
[8]   Sunyoto D. Teori, Kuesioner, Dan Analisis Data Sumber Daya Manusia (Praktik Penelitian). Yogyakarta: Center for Academic Publishing Service; 2012.
[9]   Arbuckle JL. IBM SPSS Amos 21. Chicago: Amos Development Corporation; 2012.
[10] Sitanggang N. The Effect of Emotional Honesty, Interpersonal Skills, Task Structure and Directive Behaviour on Leadership Effectiveness: the Development of Contingent Leadership Model on Vocational School in Medan. J Pend Teknologi dan Kejuruan. 2014; 5(39):1-14.
[11] Syahrudin H. The Effect of Interpersonal Skills on Performance of Regional Secretariat Employees in Kapuas Hulu Regency. J Terapan Manajemen dan Bisnis. 2018; 4(2):192-201.
[12] Khairani A. The contribution of self-image towards students interpersonal communication in a school. Technology. 2019; 2(2):65-70.
[13] Hardjati S, Febrianita R. The power of interpersonal communication skill in enhancing service provision. J Soc Sci Res. 2019; 14:3192-3199.
[14] ZHANG L-N. Importance of Interpersonal Skills at Work towards Managing People in an Educational Context. 5th International Conference on Management Science and Management Innovation; April 20-22, 2018; Wuhan, China. Atlantis Press; 2018. p. 29-34.