
Managerial and Supervision Competence at Junior High School Level

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Abstract:

If we observe further reality on teachers' competence, it seems that they still varied between one and another. One of the educational crisis characteristics in Indonesia is that the teachers have not been able to show their adequate work performances. In addition, work performances of teachers have not been fully supported by adequate degree of competences.

Hence, there must be a comprehensive effort to improve the teachers' competence. One of the efforts that can be carried out is the optimization of school headmasters' role. This study will explain how the contribution of managerial competence and supervision competence of the school headmasters affect the teachers' work performance of SMPN (National Junior High School) Kota Bandar Lampung.

The object of the study is the entire population of headmasters of SMPN Kota Bandar Lampung consisting of 31 people. The results of the study show that; 1) there is a positive and significant contribution of the headmasters' managerial competence to the teachers' work performance of 23.2%, with medium relationship strength being 0.481; 2) the headmasters' supervision competence gives a contribution toward the work performance of the teachers of SMPN Kota Bandar Lampung of 79.9%, with strength relationship being 0.894; 3) headmasters' managerial competence and supervision competence gives a contribution to the teachers' work performance of SMPN Kota Bandar Lampung of 80.3%, with the strength relationship being 0.896.

Keywords: *Managerial competence, supervision competence, and teachers' work performances.*

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1. Introduction

Sudarwan (2002) says that one of the educational crisis characteristics in Indonesia is that the teachers are still not able to show their adequate work performances. It indicates that the teachers' work performance has not been fully supported by adequate degree of competences where there still needs a comprehensive effort in order to improve the teachers' competence. The current global challenges that the role and the responsibilities of the teachers in the future will be more complex, thus, the teachers should constantly make various improvements and adjustment on their competences is also accepted in Indonesia (Wlodkowski and Ginsberg, (2017).

The current phenomenon shows that the teachers' competence and work performances are still very low. It is due to the complexity of the teachers' surrounding circumstances as follows:

- a) There are still many teachers not based on their disciplines. Accordingly, learning mastery and learning delivery cannot be reached optimality. The reasons are also varied as there are no teacher graduates from a field of study. In addition, it is due to equity of the teaching hours. Balitbang and Diknas (2008) report that 62% and 29% of elementary and junior high school teachers are not eligible to teach, while in junior high school this rate is 29%. The teachers not in accord with their disciplines is 31.1%.
- b) Teachers do not concern on their duties. Most of teachers still earning money from other jobs owing to insufficient salaries to sustain their needs. Their concern is even higher to other works, but not to the works related to teaching-learning process.
- c) There are still many technological stuttering teachers, without educational insights, lack of teaching skill, unskilled computer operation, and the horizon of educational insight cannot be accessed through the internet because of their unfamiliarity with the internet. It is reported by Lampung post, on February 26th, 2011 that more than 90% of the teachers in Kota Bandar Lampung, especially primary school teachers are not familiar with ICT (information, computer, and technology). As a result, they cannot use the facilities offered by the Ministry of Educational Affairs. In addition, many teachers lack capabilities in utilizing various multimedia devices in schools. As a matter of fact, many teachers are confused when they are asked to download or to get any electronic school book and other educational facilities at certain websites as provided by the Ministry of National Education.
- d) Teachers' work motivation is very low. Teachers' readiness in preparing RPP, syllabus, assessment tools and other learning tools is very low. Procurement of devices are generally copied from their friends in other schools. Besides, there still no reading culture sphere amongst the teachers. Still, there are not many teachers reading the books in conformity with their disciplines to get insight or to broad their understanding on the subject matters. They neglect that reading gives a lot of contribution on their disciplines' improvement.

One of efforts that can be carried out to improve the teachers' competences and performances is by optimizing the headmasters' role. Wrong (2017) state that *"the school headmaster as a manager has the task to develop the personnel work performance, especially to improve the professional competence of teachers."*

2. Theoretical Discussion

2.1 Managerial competence

According to Indonesian General Dictionary (WJS Purwadarminta) competence means power to determine or to decide something. The basic meaning of the competence is ability or skill. The term competence actually has many meanings. Hakim (2016) states that competence is a description of qualitative nature of the meaningful teachers' behavior. Competency as a rational performance, satisfactorily meets the objective for a desired condition Herri (2017). Competence is a rational behavior to achieve the objectives in accordance with the expected conditions. Further, it is an authorized or eligible circumstance based on legal provisions.

Managerial competence is a school's headmaster competency which relates his or her ability to understand school as a system that must be led and managed properly, having the ability to manage, the right way to manage and how to analyze school activities with a manager's way of thinking. The school headmasters who have managerial competence will be able to act and to identify as well as to develop the types of school inputs; developing school processes (learning process, coordination, decision making, empowerment, motivation, monitoring, supervising, evaluation and accreditation).

2.2 Supervision competence

The word supervision essentially contains a special meaning helping and participating in efforts to improve and to get better quality (Brown and Bourne, 1995; Christian and Kitto, 1997; CEVE, 1995) Carter Van Good's Dictionary of Education defines supervision *"as all efforts of school officials that are appointed and directed to the provision of leadership for the teachers and other education personnel to develop the teaching"* and *"as an attempt to stimulate the teachers' professional growth and development, selection and revision of educational goals, instructional materials, teaching methods, and the teaching evaluation"*.

As the highest education leader and school manager in an educational institution, a school headmaster must have supervision competence. This supervision competence is very strategic for a school headmaster, especially, in understanding what tasks and functions are of headmaster as leader of school/ *madrasah*. Subdivision of supervision includes: (a) to plan academic supervision program to improve teacher's profession; (b) to carry out academic supervision of teachers through appropriate supervisory approaches and techniques; (c) to follow-up academic supervision upon the teachers in order to improve the teachers' professionalism, one of them is that the task and

function of the supervision is to empower school resources, including teachers. Thus, the performance of the school headmaster can be evaluated through assessment on competence subdivision on academic supervision upon the teachers by using appropriate approaches and supervision techniques. The steps should be carried out: (1) by identifying the number of the potential school resources such as teachers to be developed; (2) by understanding the purpose of empowerment of the teacher resources; (3) by putting forward the examples that can make the teachers more developed; (4) by assessing the level of empowerment of teachers in their schools.

2.3 Teachers' performance

Benton and Druckman (1974) stresses that work performance is a process of one's actions. So, principally, work performance is an action to process something desired to reach a certain outcome. As a matter of fact, work performance is usually associated with tasks' division and responsibilities which involve some aspects as cognitive, affective and psychomotor as solving tools. Usually people with high levels of work performance are referred as productive people, and conversely people whose level does not reach the standards are unproductive or low performing.

Teacher work performance can be described based on job description and responsibility through cognitive, affective and psychomotor aspects. Therefore, to measure teachers' work performance, the tasks and responsibilities described above can be used as indicators of the work performance variables, with the following details: (1) teaching planning; (2) implementation of learning; (3) evaluation of learning outcomes; (4) floating teaching materials; (5) utilization of media and sources; (6) performance; (7) implementation of academic guidance tasks on the students; (8) cooperate with all the school inhabitants.

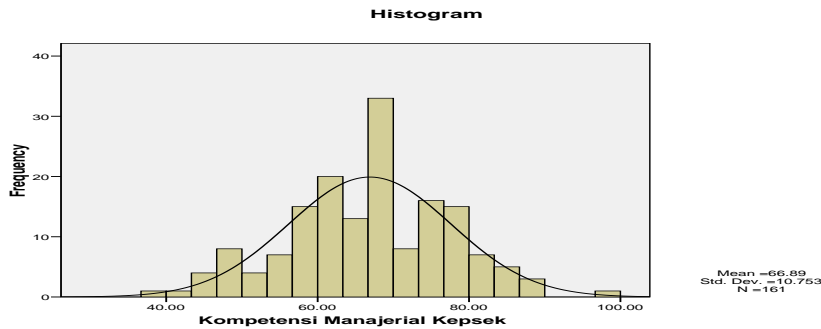
3. Methodology

This research was conducted in National Junior High School headmasters, Kota Bandar Lampung for six months. It was started from September 2016 to February 2017. This research is a correlation descriptive analysis. It is said to be descriptive as it describes the observed phenomenon. It is said as correlation as it explains if there is any correlation among research variables based on degree of the correlation coefficient. The research population were 31 junior high school headmasters of Kota Bandar Lampung. The data collection method used in this study was questionnaires to get the data of each variable. The data collection instrument is a tool being chosen and used by the researcher in the data collection activity in order the research to be systematic and simplified. The research instruments are questionnaires, interviews, and observations. The analysis on the work performance assessment were obtained through descriptive and inferential analysis.

4. Findings and Discussions

Based on the data obtained and being processed statistically, the research shows that for the managerial competence variable the mean is 66.89, the median is 68, the mode is 69 and the standard deviation is 10.75. Then, based on complete data the maximum score is 100 and the minimum score is 37. This calculation shows that mean and median are not much different. It indicates that for the variable managerial competence of the SMPN headmasters tend to be a normal distribution. In Figure 1 we obtain an overview of the SMPN headmasters' competence score distribution.

Figure 1. Histogram graph of Score Frequency Distribution on Managerial Competence of the headmasters

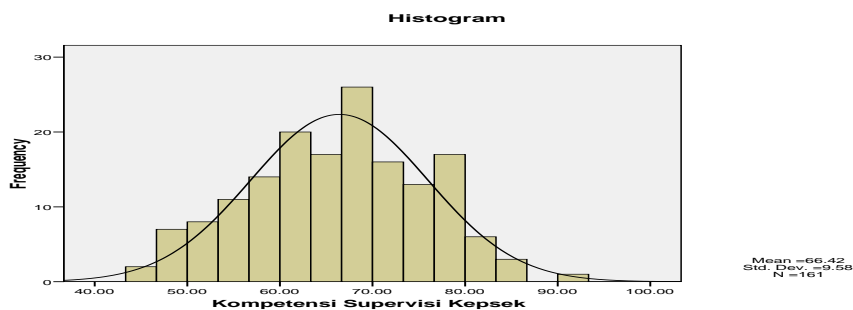


Based on the calculation result, the score grouping for headmasters' managerial competence variable is 17.4% (28 people) high group, 68.32% (110 people) medium group, and 14.3% (23 people) low group. It can be seen that the level of managerial competence of SMPN headmasters of Kota Bandar Lampung, is generally in the medium group.

4.1 Principal supervision competency

The distribution of answer scores spread from the lowest score of 46 and the highest score of 91. Based on the calculation on the data distribution, it is obtained that the mean of this variable is 66.41, the median is 67, the mode is 69 and the standard deviation is 9:58. We observe that the mean and the median are not much different, indicating that the score of competence variable on the headmasters' supervision tends to be a normal distribution. Figure 2 presents the distribution of competence scores of the headmasters' supervision:

Figure 2. Histogram graph frequency distribution of competency score of headmaster supervision

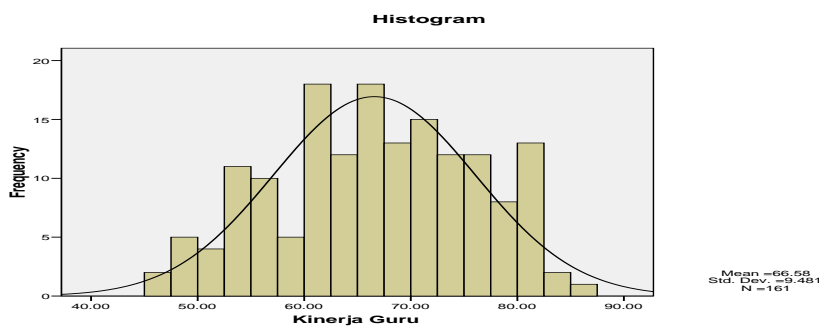


Based on the frequency distribution of competency score of the headmasters' supervision, the competency of the headmasters', Bandar Lampung are categorized into three groups, high, medium and low. Based on the calculation result, there are 18.01% (29 persons) in high group, 65.84% (106 persons) in medium group, and 14.29% (23 persons) in low group.

4.2 Teachers' work performance

From the calculation of basic statistics, it is obtained that the mean is 66.58, the median is 67, the mode is 67 and the standard deviation is 9.48 while the maximum score is 86 and the minimum score is 46. To get an overview of the teachers' work performance the scores' distribution can be seen in the following Figure 3:

Figure 3. Histogram Graph of the frequency distribution of teachers' work performance scores



Based on the frequency distribution of teachers' work performance scores, the work performance category is divided into three groups, high, medium, and low. Based on the calculation, the grouping of answer scores for teachers' work performance variables is 18.01% (29 people) high group, 65% (104 people) medium group, and 17.39% (28 people) low group.

From the correlation calculation, it is obtained that there is significant correlation between managerial competences of the headmasters with the teachers' work performance. The strength relationship is 0.481. The analysis result also indicates that the determination coefficient is 0.232, meaning that the managerial competence distribution of the headmasters toward the teachers' work performance is 23.2%. From the regression equation the coefficient to the direction (b) is 0.424 with constant variable 38.191. Thus, the equation regression is $Y = 38.191 + 0.424X_1$. Based on variance analysis, F_{count} for regression's significance is 47.953 with significance level 0.000, as p value for probability 0.000 is smaller than $\alpha = 0.05$, so, this regression model can be used to predict headmasters' managerial competences.

The relationship between headmasters' supervision competence with teachers' work performances is also significant. The strength relationship between headmasters' supervision competence and the teachers' work performance is 0.894. The data analysis' result also indicates that the coefficient of determination is 0.799, meaning that the supervision competence distribution of the headmasters upon the teachers' work performance is 79.9%. From the regression equation it is obtained that the coefficient to the direction (b) is 0.885 with a constant 7.826. Thus, the regression equation is $Y = 7.826 + 0.885X_2$. Based on variance analysis, it is obtained that F_{count} for regression's significance is 632.529 with significance level 0.000, as p value for probability 0.000 is smaller than $\alpha = 0.05$, so, this regression model can be utilized to predict headmasters' supervision competence.

The relationship between managerial competence and principal supervision together with teachers' work performance is significant. The strength relationship between managerial competence and headmasters' supervision with teachers' work performance is 0.896. The results also show that the coefficient of determination is 0.803, meaning that the contribution of managerial competence and supervision of the headmasters upon the teachers' work performance is 80.3%. From the regression equation it is obtained that coefficient (b1) is 0.062, and (b2) is 0.851 with a constant 5.870. Thus, the regression equation is $Y = 5.870 + 0.062 X_1 + 0.851 X_2$. Based on variance analysis, it is obtained that F_{count} for regression's significance is 322.005 with significance level 0.000, as p value for probability 0.000 is smaller than $\alpha = 0.05$, so, this regression model can be used to predict managerial competence and supervision competence of the headmasters.

5. Discussion

1. Results show that the teachers' work performance is influenced by headmasters' managerial competence by 23.2%. To improve teachers' work performance it is required headmasters to be able to manage teachers on an effective way. This is consistent with the views expressed by the Director of Education, Directorate General Quality Improvement Surya Dharma in a press conference at Depdiknas (National Educational Affairs) that headmaster

and school supervisors in Indonesia have not fully fulfilled the six requirements of competency test. Their main weakness lies in the points of managerial and academic supervision.

2. The significance of correlation coefficient of the headmasters' supervision competence on the teachers' work performances has a coefficient of determination 0.799, meaning that the contribution supervision of the headmaster upon the teachers' work performance is 79.9%. It indicates that the headmasters' supervision competence has a positive significant influence to teachers' work performance.
3. The influence of headmasters' managerial competence and supervision upon the teachers' work performance can be seen through the value of the coefficient of determination being 0.803 which means that the contribution of headmasters' managerial competence and supervision upon the teachers' work performance is 80.3%. It shows that the better the headmasters' managerial competence and supervision, the higher the teacher's work performance. This finding is in accordance with the conditions that are often encountered in every educational institution that the headmasters have significant effect on the teachers' work performance. The school headmasters are the institution's leaders who should be imitated by the school inhabitants.

6. Conclusions, implications, suggestions

1. The work performance of the teachers of SMPN, Kota Bandar Lampung, need to be improved through teachers' real behavior in carrying out their duties and obligations as educators, teachers, and mentors. Among the factors that are predicted to contribute to teachers' work performance is the headmasters' leadership. Headmasters who are the leaders and school managers must have competencies such as managerial competence and supervision competence.
2. Headmasters' managerial competence and supervision competence either individually or collectively give a significant contribution upon the teachers' work performance of SMPN Kota Bandar Lampung. The teachers' work performance can be improved by improving headmasters' managerial competence and supervision competence.
3. There is a direct positive influence of the headmasters' managerial competence on the teachers' work performance. It means that the ability of the headmasters to manage the teachers and all schools' resources will reach the improvement on the teachers' work performance.
4. There is a direct positive influence of the headmasters' supervision on the work performances. It means that the better and the maximum supervision of the headmaster, the better effect on the teachers' work performance.
5. There is a positive and significant influence of the headmasters' managerial competence and supervision competence mutually on the teachers' work performance. It means that better managerial competence and supervision of the headmasters, improve the teachers' work performance.

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