

Compliance Analysis of the Standard Competency of the School Principal at Public Senior High School in the Island of Tidore Indonesia

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Abstract: This study aims to describe the level of compliance of the standards of competence of the school principal at Public Senior High School in Tidore Island which is consisting of five competencies, those are: personal competency; managerial competency; entrepreneurial competency; supervision competency and social competency. The study is using the evaluation type of research with quantitative descriptive approach. The data gathering is done by collective and interview. The sources of the data is the school principals and teachers from six different Public Senior High Schools in Tidore Island with the number of respondents about 90 teachers and six school principals as informants. The study results is shown that the school principals of the Public Senior High School in Tidore Island has a personality competency, managerial competency, social competency, supervision competency, entrepreneurial competency that are in good classification.

Key words: Personal competency, managerial competency, social competency, supervision competency, entrepreneurial competency

INTRODUCTION

The schools are formal educational institutions that serve to improve the quality of human resources. More efforts to improve the quality of human resources that can be made through the learning process, to the school plays an important role in preparing (Muslihah, 2015). Basically, the school is a formal institution which entrusted with the responsibility by the government to form the human being. The success of the school in its function would influenced by many factors, one of those factors is the school principal. The success of education and learning in the school is very influencing by the capability of the principal.

The ability involves the knowledge and understanding of the principals management and leadership as his responsibility because it is not uncommon failure of education and school failure due to lack of understanding of the principal tasks that must be executed (Syafinawati, 2013). Therefore, the principal is required to master the personal competence, social competence, managerial competence, supervision competence and entrepreneurial competence.

The results of research which conducted by the Ministry of National Education in 2008 through competency test of principal, based on the National Education Minister Regulation No. 13 Year 2007 on the competence of the headmaster, showed that the competency of school principals in Indonesia is very low.

In this case needs the evidenced of the results of competency tests found that the principals out of 250 thousand school heads in Indonesia almost 70% incompetent. Based on the results of the competency tests, almost all the principals are weak in the field of managerial competence and supervision. Whereas, the two competencies that the principal has a power to well manage of the school.

The number of the principals who did not meet the standard of competence principal. This condition can't be separated from the recruitment and appointment of the school principals. The said weaknesses occurs because in some areas that the process of appointing the school principals was not in a good preparation and training. In some areas including the North Province of Maluku the position of school principals are depending on the chairman of the village. The process of how to become the school principal did not appointing through education and training.

The ability to supervise the principal is vert influencing on the performance of teachers in the learning process, therefore, the implementation schedule of supervision should be agreed between the teachers and principals so that the supervision is conducted can be made as an activities of a routine evaluation of the learning process. The implementation of supervision which undertaken by the principals have not been guided by the process or by the steps correctly so on

implementation of supervision is rarely done, the hard consequently to provide the feedback to improve the implementation of supervision that will come because the lack of information on the results that has been achieved (Wibowo, 2009).

A good school leadership should be able to work on improving the performance of teachers through educational personnel capacity building program. Therefore, the principal must have personal integrity who can be a role models for his/her teachers in the school and also have sufficient competence as a leader. The said competency is based on the ministerial decree number 13 of the National Education in 2007 on the principal that the standard competency, personal competence, managerial competence, entrepreneurial competence, supervision competence and social competence.

Personal competence: The personal competence is one of the competencies that required to the principal. Personality is a typical of pattern of a person's thinking, feeling and behaving that are relatively stable and predictable. Other opinion says that personality is also the total number of innate tendencies with a variety of influences from the environment and education which make up a person's psychological condition and affects his attitude towards life.

Based on such understanding, it can be concluded that the personality encompasses all shades of the behavior and properties are typical and can be expected in a person which is used to react and adapt to stimuli, so the style of behavior that is an integral function peculiar to the individual.

The dimensions of personal competence of the school principal is described as follows: having a personal integrity as a leader; have a strong desire for self-development as a principal; have the ability to control themselves in the face of problems on the job as Principal; has a talent and interest in the position as a leader in education.

Managerial competency: A principal is as a managerial required to have readiness in managing the school. The readiness meant is defined with respect to the managerial ability of the principal as a leader. A managerial capability is meant here is the ability to make planning organizing, implementation (actuating) have and control (controlling). With that kind of ability, every leader is expected to become the driving and disciplinarian for its employees so that they are able to show their works well productivity.

The principal dimensions of managerial competency is described as follows: planning of the school; to lead the school in order to empower the resources of the school;

creating a culture and climate that is conducive and innovative school for the education of students; to manage the school facilities and infrastructure in the framework of optimal utilization; to manage the school and community relations in order to find fresh ideas, learning resources and school funding; to manage the development of curriculum and learning activities in accordance with the direction and objectives of the national education; to manage the finances of the school/madrasah in accordance with the principle of management that is accountable, transparent and efficient; utilizing advances in information technology to improve learning and school management; utilizing advances in information technology to improve learning and school management; to monitor, evaluate and report on the implementation of the program of activities of the school with appropriate procedures as well as follow-up plans.

Entrepreneurship competency: The entrepreneurship competence is a competence that should be owned by the principal, where the said master competencies the school principal will be easy to develop the school to be more effective and efficient (Oktavia, 2014). Through entrepreneurial competencies, the principal is able to: create a useful innovation for the development of the school; work hard to achieve the success of the school as an effective learning organization; have a strong motivation to succeed in carrying out the duties and functions as a school leader; never give up and always looking for the best solution in dealing with problems in the school as a source of learners; through entrepreneurial competencies of principals will be the leader of innovative and creative in addition to the other competencies to develop a school that its responsibility to become a school of excellence (Oktavia, 2014).

The dimensions of entrepreneurial competence of the school principal is described as follows: to create a useful innovation for the development of the school; to work hard to achieve the success of the school as an effective learning organization; to have a strong motivation to succeed in carrying out their duties and functions as a school leader; never give up and always looking for the best solution in dealing with the school problems; to have an spiritual entrepreneurship in managing the production activities/services of the school as a source of learners.

Supervision competency: The supervision of the principal is the principal efforts in coaching the teachers. Teachers are expected to improve the quality of teaching, through the steps of planning, teaching in real appearance as well as making the changes in a rational manner in an effort to

improve a student learning outcomes. The purpose of supervision is to provide services and assistance to improve the quality of teaching and teachers in the classroom which in turn to improve the quality of student learning. Not just to improve the teaching skills but also developing the potential of teacher's quality. So, we can conclude, the supervision is coaching activity which designed to help the teachers to do the job effectively.

In the supervision there was activity that determines the condition of essential requirements which will ensure the achievement of educational goals. Based on the said understanding that the principal should be scrupulous in seeing the condition of the teachers so that they can criticize the things that need to be improved that in accordance with existing conditions. So, the supervision of the principal is the effort of a school principal in the formation of teachers so that teachers can improve the quality of teaching through the steps of planning, teaching in real appearance as well as to make a changes in a rational manner in an effort to improve a student learning outcomes.

The factors that affecting the success of the fast-slow supervision or supervision results between the others are: the community where the school is located; the size of school is the responsibility of the school principal; the level and type of school; the state of teachers and staff available; the skills and expertise of the principal itself.

The dimensions of the school principal supervisory competences is described as follows: to plan the academic supervision programs to improve the professionalism of the teachers; to carry out the academic supervision of the teachers by using approaches and supervision techniques that appropriate; to follow up the results of the academic supervision of teachers in order to improve the professionalism of teachers.

Social competency: The social competence is a person's ability or skill to relate to the other people and to engage in social situations satisfactory. Social competence is a means to be accepted in society (Krismastyanti, 2009).

The dimensions competency of the school principal socialization: to cooperate with other parties for the benefit of the school; participating in social activities; sensitivity to the other people or groups.

The cooperation is carried out by the principal is not only done by the teachers or people in the internal school environment but including the supervisor, other principals and parties that needs to connect and work together. In this function behaves as the principal channel of communication in the school environment.

The principal activity is not just done within the school environment. The head is required to be involved in activities outside of the school, of course that related to the interests and development of the school. The purpose is that principal can establish the intimacy with the people in the surrounding neighbourhood.

MATERIALS AND METHODS

The research is done by using types of evaluation research with quantitative descriptive approach that aims to analyse the fulfilment of the principal standard competency at Public Senior High School in the Island of Tidore City. The study was conducted at Public Senior High Schools in the Island of Tidore City, the population in this study are the teachers of Public Senior High Schools in the Island of Tidore City. The sampling is done by using simple random sampling.

The data collected in the form of an instrument competency. The instrument that used to measure the standard of competency of the school principal is done by using the questionnaires. Furthermore, the standardization with test validity and reliability. The instrument interviews and the questionnaires will be combined with the method of scale. The scale is used is a Likert scale. The type of the validity test is using Pearson correlation have analysis, whereas for reliability test of the instrument using Cronbach alpha.

RESULTS AND DISCUSSION

Based on the data obtained from the instruments of the school principal competency of the six dimensions, quantitative assessment can be expressed are as follows:

Personal competency of the school principal: When implementing the managerial task of the school principal is required to have a personal competence, this competence is require the principal to have the integrity of a strong personality which in this case is characterized by consistent in thinking, committed, resolute, disciplined in performing their duties, to have a strong desire to develop themselves as a head of the school, in this case the cover has a curiosity that is high on the policy,

Table 1: Descriptive statistics personality competence of the school principal

| School principal | 0 | 1 | 2 | 3 | 4 |
|------------------|---|----|----|-----|-----|
| 1 | 0 | 0 | 3 | 8 | 64 |
| 2 | 0 | 0 | 12 | 34 | 29 |
| 3 | 0 | 2 | 3 | 10 | 60 |
| 4 | 0 | 0 | 4 | 23 | 48 |
| 5 | 0 | 0 | 0 | 12 | 63 |
| 6 | 0 | 11 | 14 | 34 | 16 |
| Total | 0 | 13 | 36 | 121 | 280 |

Table 2: Descriptive statistics of the social competence of the principal

| School principal | 0 | 1 | 2 | 3 | 4 |
|------------------|---|----|----|-----|-----|
| 1 | 0 | 0 | 5 | 17 | 53 |
| 2 | 0 | 0 | 15 | 21 | 39 |
| 3 | 0 | 0 | 1 | 16 | 58 |
| 4 | 0 | 0 | 2 | 24 | 49 |
| 5 | 0 | 0 | 0 | 17 | 58 |
| 6 | 0 | 10 | 21 | 33 | 11 |
| Total | 0 | 10 | 44 | 128 | 268 |

theory, new practices as well as be able to independently to develop as an effort to fulfil a curiosity, an open minded in carrying out the task, covering a tendency is always wanted to inform you in a transparent and proportionate to the others about the plan, the process of implementation and effectiveness of the program.

The descriptive statistics with regard to the dimensions of personal competency of the school principals can be found in Table 1. Based on Table 1, based on the indicators that showed that the respondent stated that the school principal are: the principal is honest in any ways on the performance of duties and responsibilities; the school principal is open in the execution of its core functions; the school principal has a personal integrity as a leader; the school principal is responsible for the execution of their duties; the school principal has a confidence in carrying out their duties. The overall personality competency of the principal that are in good classification.

Managerial competency of the school principal: The importance of management of the school principal is due to the implementation of the school management both conventional and school-based approach, will be able to run properly when it is supported by the leadership of the school principal that are functionally capable of acting in accordance with the duties, powers and responsibilities. The school principal is able to synergize all the components required and the potential of the school and the surrounding environment in order to create cooperation to promote the school.

The descriptive statistics related to the dimensions of social competence of the school principal that can be found in Table 2.

Managerial competency: As a manager, the event of the school educational institutions regulated by the government, actually is big enough to determine by the principal's activity. The manager is the one who is responsible for achieving a certain results through the actions of others who are under his responsibility. As managers, the school principal should have the right strategy to empower the educators through collaboration or cooperative, providing an opportunity for educators to improve the profession and encourage the involvement of all educators in a variety of activities to support the program of the school.

Table 3: Descriptive statistics managerial competence of the school principal

| School principal | 0 | 1 | 2 | 3 | 4 |
|------------------|---|---|----|-----|-----|
| 1 | 0 | 0 | 6 | 34 | 95 |
| 2 | 0 | 0 | 9 | 77 | 49 |
| 3 | 0 | 0 | 2 | 32 | 101 |
| 4 | 0 | 1 | 8 | 32 | 94 |
| 5 | 0 | 0 | 3 | 20 | 112 |
| 6 | 0 | 7 | 19 | 72 | 110 |
| Total | 0 | 8 | 47 | 267 | 561 |

Table 4: Descriptive statistics supervision competence of the school principal

| Kepala sekolah | 0 | 1 | 2 | 3 | 4 |
|----------------|---|---|----|----|-----|
| 1 | 0 | 0 | 2 | 7 | 36 |
| 2 | 0 | 3 | 6 | 18 | 18 |
| 3 | 0 | 0 | 2 | 9 | 34 |
| 4 | 0 | 0 | 0 | 6 | 39 |
| 5 | 0 | 0 | 0 | 2 | 43 |
| 6 | 0 | 2 | 4 | 18 | 21 |
| Total | 0 | 5 | 14 | 60 | 191 |

With regard to the indicators on managerial competency of the school principal can be found in Table 3. Based on Table 3, it can be found that the managerial principals is in good category. This means that: the school principal is able to draw up the planning of the school; the ability of the school can draw up an annual program of the school; the school principal is able to manage the curriculum well; the school principal is able to develop the learning programs, evaluating teachers in implementing the learning as well as to manage the new admissions.

Supervision competency: The supervision is addressed to the creation or development situation of the better learning and teaching. For that there are two aspects to be considered such as the implementation of teaching and learning activities and things that supporting the teaching and learning activities for primary aspect is the teacher, then the service and supervision activities should be directed to the efforts to improve and enhance the ability of the teachers to manage the teaching and learning activities.

With regard to the indicators on managerial competency of the school principal can be found in Table 4. In general, the supervision competency of the school principal is in good category. Based on the Table 3 shows that the school principal is able to draw up an annual program of the academic supervision, the school principal is able to carry out the academic supervision and the school principal is always follow up on the academic supervision.

Entrepreneurship competency: The idea of entrepreneurship will be the opportunity if the school principal is willing to evaluate the opportunities continuously through the process of creating something new and different, the doors of opportunity to observe, to

analyze the processes in depth and take into account the risks that may occur. Therefore, the school principals should have the traits in him which is the self confidence, task-oriented and results, the courage to take the risks, future-oriented and original. These characteristics need to be developed in more detail and the detail to progress of the school. That success led by the school principals is based on their own attitudes and perceptions about what he was doing. If the positive attitude and perception about what it does, then the motivation, creativity and innovation by itself will appear along with the hope to achieving the objectives to be desired.

With regard to the indicators on the entrepreneurship competency of the school principal can be found in Table 5. Based on the Table 5 obtained the confirmation that the overall principals have a good entrepreneurial competencies, among others are able to create innovations that are beneficial to the development of the school have a strong motivation to succeed in carrying out their duties and functions as the leader of learning and have the ability to motivate the people of the schools to succeed in performing the basic tasks and functions of one another.

Descriptive statistics competency of the schoos principal:

Based on the descriptive of each indicator that already described in the previous section is the conclusion of competency standards of the school principal at Public Senior High School in in the Island of Tidore City are as follows:

Based on the Table 6 can be found the average score on each indicator is obtaining that the school principal 1 is more dominant in personal competency with an average score of 20.67, the principal 2 is dominant of entrepreneurial competency with an average score of 20.82, the principal 3 is dominant of the social competency with an average score of 20:19, the principal 4 is dominant on the supervision competency with an average score of 21:09, the school principal 5 is dominant of entrepreneurial competency with an average score of 20:48 and the school principal 6 is dominant on the supervision competency with an average score 22:12. Overall total in can be said that the school principal at the Public Senior High School in the Island of Tidore are more dominant in the supervision competencies.

For the purposes of the scientific development, this study is providing the contribution in the data on the form of competency which consisting of five dimensions such as personal competency, social competency, managerial competency, supervision competency and entrepreneurial competency on which the bases of the development of the school.

This research on the competency of the school principal had previously been done by Rahmadani. Rahmadani was doing the research on the teachers'

Table 5: Descriptive statistics entrepreneurship competence of the school principal

| School principal | 0 | 1 | 2 | 3 | 4 |
|------------------|---|---|----|----|-----|
| 1 | 0 | 0 | 8 | 8 | 44 |
| 2 | 0 | 0 | 8 | 20 | 32 |
| 3 | 0 | 0 | 0 | 17 | 43 |
| 4 | 0 | 0 | 3 | 15 | 42 |
| 5 | 0 | 0 | 0 | 1 | 59 |
| 6 | 0 | 4 | 12 | 19 | 25 |
| Total | 0 | 4 | 31 | 80 | 245 |

Table 6: Descriptive statistics competency of the school principal

| School principal | Personality | Social | Managerial | Supervision | Entrepreneurship |
|------------------|-------------|--------|------------|-------------|------------------|
| 1 | 20.57 | 19.64 | 20.10 | 20.26 | 19.42 |
| 2 | 19.76 | 20.33 | 19.91 | 19.19 | 20.82 |
| 3 | 19.91 | 20.19 | 20.01 | 19.93 | 19.96 |
| 4 | 19.57 | 19.79 | 19.64 | 21.09 | 19.91 |
| 5 | 19.74 | 19.40 | 20.03 | 20.34 | 20.48 |
| 6 | 18.38 | 17.49 | 21.27 | 22.12 | 20.74 |
| Total | 19.70 | 19.52 | 20.13 | 20.46 | 20.19 |

perceptions of the social competence of the school principal at Public Vocational High School in Pariaman City can be seen from cooperating with other parties for the benefit of the school. However, in this study is reveal all the dimensions competence of the school principals that conducted through a closed instrument.

CONCLUSION

The results of the research is showed in general is based on the five competencies of the school principal that measured the personal competency, social competency, managerial competency, supervision competency and entrepreneurial competency are in good categories.

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