

The Effect of Competency on the Performance of Elementary School Principals in Ki'e, South Central Timor Regency.

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Abstract: *This study aims to know the effect of personal competency, managerial competency, entrepreneurial competency, supervisory competency, and social competency, on the performance of Elementary School Principals in Ki'e, South Central Timor Regency, and the influence of personal competency, managerial competency, entrepreneurial competency, supervisory competency, social competency, on the performance of the Elementary School Principal in Ki'e, South Central Timor Regency. It used quantitative approach in the form of associative type. The population in this study were 200 elementary school teachers in Ki'e, South Central Timor Regency. The sampling technique used was based on Arikunto's opinion that is taking 25% of the population because the number of subjects is more than 100. The samples in this study were 44 teachers. The result of the study showed that 1) there was a significant effect between personal competency, managerial competency, entrepreneurial competency, supervisory competency and social competency on the performance of principals, 2) there was a significant effect between personal competency, managerial competency, entrepreneurial competency, supervisory competency, and social competency on the performance of principals.*

Keywords: *Personal Competency, Managerial Competency, Entrepreneurial Competency, Social Competency, Supervisory Competency, Principals' Performance.*

Date of Submission: 26-01-2019

Date of acceptance: 09-02-2019

I. Introduction

This 21st century, the development of Science and Technology makes human resources must be ready to face competition completely, precisely and accurately. To step into a superior human being is not limited to intention, determination and passion, but a quality education system is needed. Because quality education plays an important role in improving human resources (HR). The purpose of Indonesian education stated in Constitution No. 20 of 2003 as follows: to develop the ability and to form the character as well as dignified nation's civilization in order to educate the nation's life, aims to develop the potential students in order to become human of faith and fear to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and the democratic and responsible citizen (Constitution No. 20 of 2003). In National Development, essentially, education is a process of educating the nation's life and human development has a very strategic position in the success of development.

The success of national development is determined by the quality of its human resources, whether as decision makers, policy makers, thinkers and planners, as well as executors, surrounding the actors of the development control or supervision function. This shows that it is the human element that drives the wheel of development. Efforts to improve the quality of development is a very heavy duty. The Government is trying through the renewal of curriculum, teaching methods, improving educational facilities and infrastructure, increasing procurement of textbooks, book readings, upgrading teachers and professional development of produce educators/other staff. "Improving the quality of education does not only concern the educational problems, but also the question of planning, funding, and the efficiency in the organization system of the school itself." (Tialar, 2009:19).

The principal is the sole leader in the school who has the responsibility to influence all parties involved in the educational activities at school to work together in achieving the school's goals, (Mulyasa 2013: 181). The principal is required to be able to lead while organizing and managing the implementation of teaching and learning programs held at the school he leads. In this case the principal must be able to be a role model for teachers and students. Therefore, the principal is required to have competencies and professional expertise in the fields to be able to lead, guide and supervise their subordinates to carry out their duties in a professional manner so that the able to produce high quality *output*.

Competence is a mastery combination of knowledge, skills, values and attitudes which are reflected in the habit of thinking and acting on a duty/job. Competence also refers to a person's proficiency in carrying out duties and responsibilities mandated to him with good results. (Sagala, 2009:126) states that competence is a set

of knowledge, skills and behaviours that must be owned by the principal in carrying out duties and responsibilities.

Competence is the knowledge, skills, values and basic attitudes that should be owned by the principal which is reflected in the habit of thinking and acting that are dynamic, evolving and can be achieved and executed everytime. In the Minister of National Education regulation No.13 of 2007 about the standards of competence that must be owned by the principal are 1) personality competence, 2) managerial competence, 3) entrepreneurial competence, 4) supervision competence, and 5) social competence.

The capability specifications mentioned above are intended to be the principal can carry out the duties properly with good quality. The principal is required to have competence in accordance with the standards of competence which stated in the Minister of National Education Regulation No. 13 of 2007, so that it can enable the principal to be competent or capable of making decisions about the provision, utilization, and improvement of existing potential resources to improve the quality of education in the school.

Michael Zwell (Wibowo, 2010:339) reveals that there are several factors that can affect a person's competency skills, namely as follows: 1) beliefs and values, confidence in himself and others will be very influencing behaviour. When people believe that they are not creative and innovative, they will not try to think a new or different ways of doing things; 2) skills, skill plays a role in a wide range of competencies. Public speaking is a skill that can be learned, practiced, and improved. Writing skills can also be improved by instructions, practices and feedback; 3) experiences, the expertise of many competencies require the experience of organizing people, communication in the presence of groups, solve problems, and so on. People who never associated with large and complex organizations are not likely to develop organizational intelligence to understand the dynamics of power and influence in the environment; 4) personality characteristics, in personality including many factors which are difficult to change, however, the personality instead of something that cannot be changed. In fact, a person's personality can change over time. People respond to and interact with the power and the surrounding environment; 5) motivations, motivation is a factor in the competence that can be changed. By providing encouragement, appreciation of the subordinate works, providing individual attention and recognition from superiors have a positive influence on a person's motivation towards subordinates; 6) emotional, emotional barriers can limit the mastery of competencies, fear of making mistakes, being embarrassed, feeling disliked or not being part, everything tends to limit the motivation and initiative. Feelings about authority can affect the ability of communication and resolve conflicts with the Manager. People may have trouble listening to others when they do not feel heard; 7) intellectual ability, competence depends on cognitive thinking such as conceptual thinking and analytical thinking is not possible to improve through any intervention manifested by an organization. It certainly factors such as experience can improve proficiency in competencies; 8) organizational culture, organizational culture influences the competence of human resources.

To carry out the duties, the principal has required to have a number of competencies, one of which is personality competence. Muchith (2007) explains that personality competence as the device capabilities and personal characteristics that reflect the reality of attitudes and behaviour in carrying out their job everyday. A simpler understanding is conveyed by Afandy (2008) that the ability to be a role model. The basis of this personality competence will greatly determine other competencies, particularly in implementing the educational program of the national, provincial, regency/city. In addition to knowledge and scientific knowledge in the field of planning and implementing the educational program, the principal must be able to show their performance based on the educational program planning policy. The influence of Managerial Competence on Principal Performance, The effectiveness of the principal's performance is very important.

The effectiveness of the principal's performance is very important. The principal's performance is influenced by several factors, one of which is the principal's managerial competence. The purpose of education will be realized effectively, if it has a principal who is competent in planning, organizing, supervising, and evaluating the components of education in schools that can effectively support school performance.

The principal who have entrepreneurial spirit in general have certain purposes and expectations outlined in their vision, mission, goals and realistic strategic plans. Realistic means that the objectives are adjusted to the supporting resources they have. The ability that must be possessed by principals in applying entrepreneurial principles to create innovations that are useful for the school development, namely a) able to act creatively and innovatively in carrying out work through ways of thinking and acting, b) able to empower school potential optimally into various productive activities which benefits the school, c) able to foster an entrepreneurial spirit (creative, innovative, and productive) among the school community (Syaiful Sagala, 2009: 133).

Supervision of the principal is an attempt by the principal in continuously stimulating the development of teachers in the school, both individually and collectively, to be more understanding and more effective in realizing all teaching functions so that the teacher can stimulate and guide the growth of each student continuously as well as more capable and able to participate in the interaction of learning and teaching (Syarif, 2011).

Social competence is a person's ability to communicate, associate, work together, and provide to others. In the same lines, (Komara, 2006) defines that social competence as 1) a person's ability to interact and communicate with colleagues to improve professional abilities, 2) the ability to recognize and understand the functions of each social institution, and 3) the ability to establish good cooperation both individually and group.

The important role of social competence lies in two things: the first, lies in the personal role of the principal who lives in the community to mingle with the community. For this reason, a principal needs to have the ability to mingle politely, flexibly with the community, through sport activities, religion and youth, arts and culture.

Performance indicators refers to indirect performance appraisal, i.e. things that nature is only an indication of performance. Performance measures refers to direct performance appraisal. Performance indicators and performance measures are needed to assess the achievement level in the purpose of the targets and strategies. Performance indicators are qualitative and quantitative measure that describes the achievement level of a predetermined activity. Performance indicators activities will be determined, those are categorized into groups: a) inputs, is everything needed in order for the implementation of activities and programs can run or in order to generate output, such as human resources, times, materials, funds, technologies and so on; b) outputs, is everything in the form of product/service (physical and/or non physical) as a direct result of the implementation of activities and programs based on the input used; c) outcomes, is everything that reflect the functioning output of activities in the medium term. Outcomes is a measure of how much of each product/service can meet the needs and expectations of the community; d) benefits, is an output that is felt directly by people. It can be either the availability of facilities that can be accessed by the public; e) impacts, is a measure of the level of influence in social, economic, environmental or other public interests that initiated by the performance achievement of each indicator in the activity. These indicators are directly or indirectly can indicate the extent to which the success of the target achievement.

The quality of principals' performance can be measured by work productivity, while work productivity is influenced by factors such as education, skills, disciplines, motivations, attitudes, and work ethics, nutrition and health, social security, income level, climate and work environment, technologies, production facilities, management and opportunities to participate. Wahjosumidjo, 2005: 82) states that: "Principals have an important role in moving the school life in achieving its goals. According to him, there are two things to note, first, the principal acts as a central force that becomes the driving force of the school life, and second, the principal must understand their duties and functions for the success of the school, and have concern for the staff and students.

Professional Principal is one of the components of education that has the most role in improving the quality of education. The success of a leader will manifest when the leader treats other people or subordinates well, and provides motivation so that they show high performance in carrying out their duties. In carrying out their duties and responsibilities, as a leader, he certainly gets challenges and obstacles both from within the school environment and from outside the school. Therefore, the determination and placement of a person to become the principal must go through a deep study and assessment, because his leadership will have an impact on the quality of education to be achieved by the school.

II. Methodology

The type of research used by the researcher is quantitative research. It was conducted from June to August 2018 at Elementary School in Ki'e, South Central Timor Regency on 220 teachers as population. Because the population is sizable, the sample taken 20% from the population. (Arikunto, 2010: 180) so there are 44 respondents, the data were analyzed by the Statistical Test of the *Contingency Coefficient* with $\alpha = 0.05$.

III. Results

1. The influence of personal competency, managerial competency, entrepreneurial competency, supervisory competency, social competency partially on the principals' performance.

Table 1. Partial Test Results (t)

Variable	Beta Coefficient	t values	Sig
1 (constant)	1.322	4.889	0.000
Personal Competency	0.812	2.755	0.011
Managerial Competency	0.519	2.278	0.032
Entrepreneurial Competency	0.464	2.157	0.041
Supervisory Competence	0.463	2.755	0.011
Social Competence	1.322	4.889	0.000

Based on the table result calculation above, it is known that the significance value of the partial influence test obtained a significance value of X1 as 0.011, X2 as 0.032, X3 as 0.041, X4 of 0.011, X5 of 0.000, which means

significant because the sig value is smaller than 0.05, so it can be concluded that there was a significant effect between X1, X2, X3, X4, and X5 towards Y.

2. The influence of personal competency, managerial competency, entrepreneurial competency, supervisory competency, social competency simultaneously on principals' performance.

Table 2. Simultaneous Hypothesis Testing

ANOVA ^b		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1713.985	5	342.797	6.093	.001 ^a
	Residual	1350.181	24	56.258		
	Total	3064.167	29			

a. Predictors: (Constant), Sosial Competence, Managerial Competence, Entrepreneurial Competence, Supervision Competence, Personal Competence

b. Dependent Variable: Performance

Based on the table above, it can be seen the significance of F ($p = 0.01$ smaller than 0.05, it can be concluded that there is significant effect between competencies on the performance of principals).

IV. Discussion

A. The Influence of Each Competency on the Principals' Performance (Personal Competency, Managerial Competency, Entrepreneurial Competency, Supervisory Competency, and Social Competency on the Performance of Elementary School Principals in Ki'e, South Central Timor Regency.

Based on the results of hypothesis testing it is known that there is significant effect between personal competency on the performance of the principal. From the above facts, the principals should have good personal competency. To make this happen, principals must know and continue to develop themselves in carrying out their functions as principals.

Based on the results of hypothesis testing, it is known that there is a significant influence between managerial competency on the performance of principals, therefore principals are required to have managerial competency in this case principals are required to have the ability to manage and utilize educators and education personnel optimally, manage and utilize facilities and school / madrasah infrastructure optimally for learning purposes, managing school / madrasah finances in accordance with the principles of efficiency, transparency and accountability, managing the school environment that guarantees security, safety and health, managing school / madrasah administration in supporting the achievement of school goals / madrasah, Managing school / madrasah information systems in supporting program preparation and decision making, managing school / madrasah special services in supporting learning activities and activities of students in schools / madrasah, utilizing technology effectively in learning activities and school management.

Based on the results of hypothesis testing, it is known that there is significant effect between entrepreneurial competency on the performance of principals, therefore principals are required to have good entrepreneurial competence in this case the principal is required to realize independent life aspirations characterized by strong, business-minded personality. Whereas if you want to be successful in developing entrepreneurship programs at school, then the principal must be able to understand and develop entrepreneurship in accordance with his duties.

Based on the results of the hypothesis testing, it is known that there is significant effect between the supervisory competency on the performance of the principals, therefore the principal is required to have good competency in terms of supervision. In this case, the principal is required to be able to plan an academic supervision program in order to increase the professionalism of the teacher, carry out academic supervision of the teacher by using appropriate supervision techniques and follow up the results of academic supervision of the teacher in order to increase teacher professionalism.

Based on the results of hypothesis testing, it is known that there is significant effect between social competency on the performance of the principal. Therefore the principal is required to be able to communicate, associate, cooperate, and give to others. The principal is required to have social competence in this case (1) participate in community social activities, (2) consider and care for the interests of other people or groups, and (3) develop and manage school / madrasah relationships with other parties outside the school in order to get idea support, learning resources, and funding for schools / madrasah.

The results of this study are in line with the findings of Luluk Afysah (2012) study that there is a significant relationship between personal competency (X1), managerial competency (X2), entrepreneurial competency (X3) supervisory competency (X4) social competency (X5) on the performance of principals. 2)

There is significant effect between personal competency (X1), managerial competency (X2), entrepreneurial competency (X3) supervisory competency (X4) social competency (X5) jointly on the performance of the principals.

B. The Influence of Personal Competency, Managerial Competency, Entrepreneurial Competency, Supervisory Competency, Social Competency Simultaneously on the Performance of Elementary School Principals in Ki'e, South Central Timor Regency.

Based on the results of hypothesis testing, which has been done, the impact of personal competency on the principal's performance is higher than managerial competency, entrepreneurial competency, supervision competency, and social competency.

Personal competency ranks the top, this showed how important a school principal understands, understands and implements personality competence, because if the principal has strong personal integrity in this case it is characterized by consistent thinking, commitment, firmness, discipline in carrying out tasks, having a strong desire to develop themselves as principals in this case is characterized by having a high sense of desire for policies, theories, new practices, being able to independently develop themselves in efforts to fulfill curiosity, be open in carrying out tasks, be able to control themselves in the face of work problem, having talent and interest in position as a leader. If a school principal has a good personality, the headmaster certainly has good competencies in managerial, entrepreneurship, supervisory, and social competency.

Entrepreneurial competency and supervisory competency ranks the lowest influence on the principal's performance, this is due to the low competence of principals in carrying out their duties in terms of entrepreneurial competency and supervision competency, therefore principals always improve their competency, especially entrepreneurial competency and supervisory competency.

The results of this study are in line with the findings of the Luluk Afysah (2012) study that there is a significant influence between personal competency (X1), managerial competency(X2), entrepreneurial competency (X3) supervision competency (X4) social competency (X5) simultaneously on the performance of the principals.

V. Conclusion

1. The effect of each competency on the performance of elementary school principals in Ki'e, South Central Timor Regency shows that there was a significant influence between personal competencies on the performance of principals, amounting to 49.84. There was a significant influence between managerial competencies on the performance of principals around 24.1. There was a significant influence between entrepreneurial competencies on the performance of principals around 17.81. There was a significant influence between supervision competencies on the performance of principals around 16.24. There is a significant influence between social competencies on the performance of principals amounting to 24.1.
2. The influence of personal competency, managerial competency, entrepreneurial competency, supervisory competency, social competency simultaneously on the performance of principals is 37.12.

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Prof.Dr. M.V.Roesmingsih. "The Effect of Competency on the Performance of Elementary School Principals in Ki'e, South Central Timor Regency." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 9, no. 1, 2019, pp. 21-25.