

## Contribution of Supervision of School Supervisor and School Quality Culture on Primary School's Managerial Competence

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### Abstrak

Supervision of school supervisor is one of the instruments in improving the quality of education at schools. An effective school has strong cultures with particular characteristics. An effective school also needs a leader who is expert in implementing school based management. This research was aimed to find out the amount of contribution of school supervisor's supervision and school quality culture towards elementary school principals' managerial competence in Kendal regency. This research used quantitative approach. The population of this research is all elementary school principals in Kendal regency. The sample was 50 elementary school principals randomly selected from 5 districts in Kendal regency, namely Brangsong district, Weleri district, Pageruyung district, Kaliwungu district and Kendal Kota district. Data collection was conducted by using Likert scale questionnaire. Data analysis was carried out by using multiple linear regression analysis. The result shows that there is a significant influence of school supervisor's supervision on principals' managerial competence. This scale shows the strong influence between the two variables. These include the rectification and improvement of teaching learning process, construction and development of curriculum, and schools' teachers and staffs human resource development. The responses of the principal on the points reflected the process of supervision conducted by school supervisor on the leadership and the condition of school in which he is in charge. The second result shows that there is a significant influence of school quality culture on principals' managerial competence. This scale shows the strong influence between the two variables. Things which are related to school quality culture includes principal's roles, work's situation and the giving of feedback. The response of the principal reflected the condition of quality culture in the school he leads. Then, the other result of the research shows that school supervisor's supervision and school quality culture together have significant influence on principals' managerial competence. The variable of principals' managerial competence can be explained by the variable of school supervisor's supervision and school quality culture. It means the increase or decrease of the principal's managerial competence score can be predicted by the two independent variables. Suggestions which can be given based on the result of this research are that school supervisors should maintain the supervision process on their supervised schools, the principals who have already had good managerial competence should maintain it by supporting the supervision of school supervisors and keeping the good school quality cultures. Meanwhile, the principals who have not had the good managerial competence should start to respond supervision of school supervisors seriously, do some rectifications at school, and create conducive school quality culture. Also, school teachers and staff should always support the supervision process and the good condition of school quality culture so that effective school can be achieved.

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## INTRODUCTION

Principal is a subject who leads the implementation of education in school. In performing the tasks, Principal is required to be able to implement the management process which refers to management functions, to understand as well as implement all substantial educational activities (Huber, 2004). These abilities are explained in details in Minister of National Education regulation number 13 year 2007 regarding the Standard of Madrasah/ School Principal which stated that a principal of School/Madrasah should have five dimensions of minimum competence namely: personality, managerial, entrepreneurship, supervision, and social competence.

One of competences which is very important is principal's managerial competence. Therefore principal is required to be able to explain to school's human resources to support the teaching and learning process, head of administration, as planning manager and teaching leader, and has task to manage, organize, and lead the implementation of educational tasks in school. In this case, if the principal has insufficient managerial competence, the quality improvement effort will be inhibited. Based on the research conducted by Educational Staff Director of Ministry of National Education in 2009 shows that out of five principal's competence i.e. : personality, managerial, supervision, social and entrepreneurship competence, evidently managerial and supervision competences are the lowest ( Depdiknas.2009 ). Based on the data of principals' performance assessment in Kendal Regency Office of Education in 2015, there are numbers of principals who had insufficient managerial competence.

Furthermore, the researcher viewed that the phenomenon related to principals' managerial competence was the school supervisors' supervision role. Supervision in this context including observation, supervision, evaluation, reporting and taking the necessary follow up actions. The whole process is conducted in sequences which are program

planning, program implementation, results' follow up, and planning for the next year program.

School can be considered as an organization that carries out task in the field of education. According to Matthew Ohlson (2009), school quality is a systematic, continuous process to improve the teaching learning process and the factors which are related to it, in order to achieve the schools target. An effective school has strong cultures with particular characteristics.

Selahattin Turan (2013) stated that school culture is one of the important and real elements yet it is hard to be precisely defined. School quality that has become culture give school characteristics to the school definitively. School quality culture is an important factor in the structure of school reformation to determine the policy that will be applied in the school. As a policy maker, principal will always observe the quality culture that develops in that school in order to maintain as well as improve it. (Geoff Berry:2007).

The condition of principal's managerial competence quality should always be improved. The researcher noticed there is a tendency of school supervisor's supervision to affect principal for further improving oneself in leading the school. Besides, a good school culture also makes principal to have responsibility in maintaining and improving the quality of the school. (Nancy L. Waldron and James McLeskey 2010).

Several researches indicate that the role of school supervisor gives influence on the management of school. The research conducted by Setiaman (2010:58 ) found that supervision conducted by school supervisor on Senior High School's principals and teachers in Sumedang regency made principals and teachers work harder to maintain the school quality and to create harmonious atmosphere among both parties.

Beside the presence of school supervisor, another phenomenon that drew the author's attention is the school quality culture. It is

because the school quality culture cannot be separated from the concept of Total Quality Management (TQM). Mulyasa (2007:224) said that TQM is a management system that focused on people in order to continuously and sustainably improve customer satisfaction on real budget.

School can be considered as an organization that carries out task in the field of education. Setiaman (2010:67) stated that organizational culture is usually defined as a shared orientation followed by a unit and give it particular identity. Zamroni, as quoted in Setiaman (2010:31) stated that school quality is a systematic, continuous process to improve the teaching learning process and the factors which are related to it, in order to achieve the schools target.

An effective school has strong cultures with particular characteristics. School culture is one of the important and real elements yet it is hard to be precisely defined. School quality that has become culture gives school characteristics to the school definitively based on the public opinion, like the title of favorite school (Matthew Ohlson: 2016). School quality culture is an important factor in the structure of school reformation to determine the policy that will be applied in the school. As a policy maker, principal will always observe the quality culture that develops in that school in order to maintain as well as to improve. (Chantarath Hongboontri : 2014 )

The condition of principal's managerial competence quality should always be improved. The researcher noticed there is a tendency that school supervisor's supervision will affect principal for further improving oneself in leading the school. Besides, a good school culture also makes principal to have responsibility in maintaining and improving the quality of the school. Based on those problems, the authors conducted a research on the contribution of school supervisor's supervision and school quality culture towards elementary school principal's managerial competence.

The purposes of this research are: (1). To analyze the contribution of supervision

conducted by school supervisor towards principal's managerial competence; (2). To analyze the contribution of school quality culture towards principal's managerial competence; (3). To analyze the positive influence of supervision conducted by school supervisor together with school quality culture towards principal's managerial competence.

There are several advantages to be achieved both theoretically and practically. The theoretical advantages are (1). Becoming reference and give contributions towards similar research in order to improve the knowledge in the field of school management; (2). Enrich the literature in the field of educational management, especially in elementary education in Universitas Negeri Semarang. While the practical advantages are: (1). For researchers, this research hopefully can improve the professional competence as principal. (2). For elementary school principals, this research hopefully can be a motivator to support the implementation of supervision. (3). For teachers, this research hopefully can give motivation to improve the quality of teaching. (4). For schools, this research hopefully can push schools' achievement through rectification and improvement of principals managerial quality. (5). For policy makers, this research hopefully can improve school supervisor's supervision and empower school quality culture so that it can improve principals managerial competence as a starting point of the improvement of service delivery for students and improvement of students achievements.

## METHODS

This research was conducted by using quantitative approach i.e. a research on particular population or sample, where the sample is selected randomly, data are collected by using research instrument, data analysis is quantitative/ statistical in order to test the stated hypothesis (Sugiyono (2007:14)). The conducted research was a research with multiple correlations between two independent variables which are the supervision of school supervisor

and school quality culture and one dependent variable which is principal's managerial competence.

The sampling technique used in this research is random sampling. This was carried out with the consideration that the position as principals in each district assigned randomly without considering principals' gender or rank/position. Besides that, the numbers of school in each district are relatively similar, the treatment from school supervisor in each district follows the same supervision standard, and the phenomenon of favorite schools are spread evenly in each district, in other words the numbers of favorite schools in each district are relatively similar. With that sampling method, in this research, the researchers sampled 50 elementary school principals randomly selected from 5 districts in Kendal regency, namely Brangsong district, Weleri district, Pageruyung district, Kaliwungu district and Kendal Kota district.

Data collection technique used is questionnaire which is used to collect the supervision score from school supervisors, quality culture and principals' managerial competence. Questionnaires used in this research were made in the form of checklist. The question list is closed with Likert scale from 1 to 4.

This research is preceded by analysis of instrument trial which was conducted on the points of research instruments questionnaire including: (1). The validity analysis which is used to find out whether the instruments used in the research has the ability to measure the variables that will be measured. Then, the formula used to calculate the validity of questionnaire's points was product moment correlation.

The interpretation of validity's coefficient was relative. There is no general limitation which refers to the required minimum number for a psychological scale to be considered as valid. Regarding to the question of how high should a validity coefficient to be called satisfactory, coefficient around 0.3 up to 0.5 can be considered as giving good contribution, while

in this research, questionnaire point is considered as valid if  $r_{xy}$  is more or equal to 0.2.

Based on the validity analysis the results are as follows. The analysis of school supervisors questionnaire points refer to the value of  $r$  table 0.361. Based on the analysis it was found out that out of 20 points of the questionnaires, only one point number 18 which was invalid, while the others were valid.

The analysis of school quality culture questionnaire points refers to the value of  $r$  table of 0.361. Based on the aforementioned analysis, it was found out that all points (8 points) of the questionnaire were valid. The analysis of principal's managerial questionnaire points refer to the value of  $r$  table of 0.361. Based on the aforementioned analysis, it was found that out of 20 points of the questionnaire, 4 points were valid namely points number 5,9,11 and 15, the rest were valid. (2). Reliability Analysis which is a set of test is considered as reliable if the test can give constant result, which means if the test is conducted on several similar subjects at different times, the result will remain the same or relatively similar. The formula used to calculate reliability for interval data type is Alpha Cronbach Coefficient. In this research, the type of data used is interval data. Based on the points on reliability analysis, the results are as follows: (1) The analysis of school supervisors questionnaire points refer to the value of  $r$  table 0.361. Based on the analysis, it was found out that the value of  $r$  count was 0.8807. Because the value of  $r$  count is higher than  $r$  table, the questionnaire points are reliable. (2). the analysis of school quality culture questionnaire points refer to the value of  $r$  table of 0.361. Based on the aforementioned analysis, it was found that the value of  $r$  count was 0.6382. Because the value of  $r$  count is higher than  $r$  table the questionnaire points are reliable. (3) The analysis of principal's managerial questionnaire points refer to the value of  $r$  table of 0.361. Based on the aforementioned analysis, it was found out that the value of  $r$  count was 0.808. Because the value of  $r$  count is higher than  $r$  table the questionnaire points are reliable.

The supervision of school supervisor's questionnaire was used to measure the supervision of school supervisor on the principal's competence. The subjects who fill out the questionnaire were the supervised principals. The school quality culture questionnaire was used to measure the performance of principals in maintaining and improving the school quality culture. The subjects who fill out the questionnaire were the principals as those who lead the effort to improve the school quality culture. Principal's managerial competence questionnaire was used to measure the ability of the principal to manage the educational conduct in school which he leads. The subjects who fill out the questionnaire were the principals as those who lead the educational conduct in school. In this research, the analysis results were. (1). Descriptive Analysis which is an analysis that describes the population in a particular variable, explains that descriptive statistics are statistics that is used to give description of the researched object through sample and population data as they are without any generalization. (2). Required Assumption by using normality, test homogeneity/heterogeneity test, linearity test and multicollinearity test. (3). Hypothesis test; after the required assumption was fulfilled, it can be followed by hypothesis test; a. Test of Influence of School Supervisor's Supervision (X1) on Principal's Managerial Competence (Y); b. Test of School Quality Culture (X2) on Principal's Managerial Competence (Y); c. Test of Influence of School Supervisor's Supervision (X1) and School Quality Culture (X2) simultaneously on Principal's Managerial Competence (Y) (Multiple Linear Regression). Each with significance test of multiple correlation coefficient and multiple determination regression coefficient.

## RESULT AND DISCUSSION

As many as fifty primary school principals in 5 districts of Kendal regency participated in this research. The percentage of the questionnaires return is 100%. Precisely, the

respondents were randomly selected from districts of Brangsong, weleri, Pageruyung, Kaliwungu, and Kendal City.

The data collected is the result of questionnaires distribution consisting questions on three variables; data of principal supervisor, school's quality culture, and managerial principal's competencies. The details were; (1) the data on school supervisory activity show that the mean was 44.6 consisting of 18 school principals. It means that 36% of the total had the supervisory activity under average. Then, 10 principals or 10% had average score, and the rest, 12 principals or 24% of the total had score above average; (2) the data of the culture of school quality show that the mean was 20.38. It consists of 24 of school principals or 48% had the culture of school quality under average, 13 of them or 26% was on the average level, and 13 of them or 26% was above average; (3) the data on the managerial competencies of the principals show the mean reaching 39.9 as seen in Table.4.6. It was 21 school principals or 42% had the managerial comptencies under average. Then, 13 of them or 26% was on the average level, and the rest was 16 or 32% was above average.

From the result, then a test was carried out by considering the previous trials. Then, after the test was conducted, multiple linear regression test can be applied on the data of managerial competencies. Then, based on the result, hypothesis test was carried out to prove the proposed hypothesis whether it would be accepted or rejected.

In this study, there are 3 hypotheses to be tested to find the influences. The hypothesis was tested using simple and double linear regression test: (1) Test of Supervision School Supervisor (X1) to Principal Managerial Competence (Y). Testing using a significant level of 5%. Then, it was obtained the value of  $F = 117.893$  with sig value for supervision of school supervisor equal to  $0.000 < 0.05$ . Therefore,  $H_0$  is rejected. It means that there is influence of supervision of school supervisor to principal managerial competence. The magnitude of influence can be seen in the obtained value of R Square 0.711

which means that supervisory of school supervisor (X1) variables affect the competence of the principal (Y) of 71.1%.

(2). Test of the Effect of School Quality Culture (X2) on Principal Managerial Competence (Y). The test of the influence of school quality culture on principal managerial competence was carried out by using simple linear regression. Testing using a significant level of 5%. The obtained value of  $F = 152.999$  with sig value for school quality culture equal to  $0.000 < 0.05$ . Then,  $H_0$  is rejected. It means there is influence of school quality culture to the principal managerial competence. The magnitude of influence is obtained by R Square 0.761 which means that the quality of school culture variable (X2) has contribution to school principal competence (Y) which is equal to 76.1%.

3). Test of School Supervisor Supervision Effect (X1) and School Quality Culture (X2) on Principal Managerial Competencies (Y) Together (Double Linear Regression). This test uses multiple linear regression in which conducted by using various stages, as follows: 1. Test of significance of Regression Coefficient: with result as follows: Sig value equal to  $0.000 < 0.05$ . Therefore,  $H_0$  is rejected, it means that there is influence of principal supervision and school quality culture together toward principal managerial competence in which R square was 0.815 indicating that managerial competence variable of principal (Y) can be explained by supervisory school variable (X1) and school quality culture (X2) which are 81.5%, while 18.5% is explained by other unobserved factors.

Next is Multicollinearity Test. After performing double linear regression test, it can be continued with multicollinearity test to ensure goodness of regression analysis. Multicollinearity test aims to avoid bias in the decision-making process regarding the effect on the partial test of each independent variable to the dependent variable. Detecting multicollinearity in a model can be seen if the value of variance inflation factor (VIF) is not more than 5 and tolerance value is not less than 0.1, then the model can be said to be free from

multicollinearity, whereas if the VIF value is more than 10, then it indicated that the model has symptom of multicollinearity. The multicollinearity test results can be seen that the independent variables consisting of supervision of school supervisors and school quality culture has a VIF value of no more than 5 and tolerance value of not less than 0.1. This means that the regression used for both independent variables does not contain multicollinearity.

Then, the third stage is the Heteroscedasticity Test. The error for the linear model is assumed to have an identical variant. Heteroscedasticity tests are used to determine the fulfillment of these assumptions. To detect the presence of heteroscedasticity is carried out by looking at the residual plot data against the standardized independent variables. The result is that the data points spread around zero and do not form a particular pattern. Thus, it can be concluded that there is no heteroscedasticity.

From the above results and discussion, the important points can be explained as follows:

Related to the effect of Supervision of School Supervisor on Principal Managerial Competence; the results showed that there is a significant influence of supervisory supervision on the principal managerial competence which can be explained by 71.1%. This quantity shows a strong influence between the two variables.

The items asked in the questionnaire related to the supervision of school supervisors include: (1) improvement of learning process, (2) assistance and curriculum development, and (3) development of human resources of teachers and school staffs. The principal's response to these items reflects the supervisory process undertaken by the school supervisor on his / her leadership and the condition of the school he leads.

The school supervisor is a public civil servant assigned to supervise the school by conducting appraisal and guidance from the technical and administrative issues of the basic and secondary units. The function and purpose of supervision mentioned by Lucio and Neil (2009: 240) is that the results of the work execution are obtained efficiently and effectively in accordance with

certain predetermined plans. To achieve certain objectives, the function of a supervisor is: (1) to strengthen the sense of responsibility to officials who are entrusted with duties and authority in running the work; (2) to educate officials to carry out their work in line with the determined procedures; (3) prevent deviations and weaknesses in order to avoid undesirable loss; and (4) correct errors and misappropriation so that the implementation of the work does not experience obstacles.

These functions and objectives confirm the magnitude of the effect of supervision on the principal's leadership. The principal will always carry out the responsibility in leading the school. The principal managerial competence indicators measured some points include planning, development, management, and evaluation. The existence of a significant influence indicates that the more optimal the supervision is applied, then the principal managerial competence shows better performance (Philip Hallinger, 2003).

Principals who are supervised, nurtured, and optimally informed about the learning process, it will make the curriculum development and human resource development improved or at least maintain their quality. In accordance with the supervisory function, the principal becomes more responsible for the improvement on the performance of his duties. This also affects the planning, development, management and evaluation of the program in the school he leads. According to Joseph Blase and Jo Blase (1999), the principal as manager must have managerial competence. Among them are: (1). able to arrange school planning for various levels of planning. (2). able to develop school organization according to the needs. (3). able to lead teachers and staffs in the framework of optimal utilization of human resources. (4). able to manage teachers and staffs in the framework of optimal utilization of human resources. (5). able to manage school facilities and infrastructure in order to optimal utilization. (6). able to manage school-community relationships in order to seek the support of ideas, learning resources, and school finance. (7). able to manage students, especially in order to accept

new students, student placement, and capacity building of students. (8). managing curriculum development and teaching and learning activities in accordance with the direction and objectives of national education. (9). able to manage school finance in accordance with accountable, transparent and efficient management principles, and (10). able to manage the school administration in support of school activities.

The principal as a supervisor should have the ability to make and implement the program of educational supervision, and utilize the results (Izaak Hendrik Wenno: 2017). The ability to develop an educational supervision program should be realized in the preparation of the classroom supervision program, the development of supervision programs for extra curricular activities, the development of library supervision programs, laboratories, and examinations. The ability to implement an educational supervision program should be realized in the implementation of clinical supervision programs, nonclinical supervision programs, and extra-curricular program supervision activities. While the ability to utilize the results of supervision of education should be realized in the utilization of supervision results to improve the performance of educational personnel, and utilization of supervision results to develop schools.

Next is the effect of School Quality Culture on Principal Managerial Competence. The results showed that there is a significant effect of school quality culture on the principal managerial competence by 76.1%. This quantity shows a strong influence between the two variables. The items asked in the questionnaire related to the school's quality culture include: (1) the role of the principal, (2) the work situation, and (3) the provision of feedback. The principal's response to these items reflects the condition of the school's quality culture he leads.

Zamroni (2010: 31) suggests that school quality is a systematic process that continually improves the quality of teaching and learning process and the factors associated with it aiming that school targets can be achieved more effectively and efficiently.

Engin Karadag (2018) said that effective schools have a strong culture with characteristics, namely: (1) Quality information should be used for improvement, not to prosecute / control people; (2) Authority shall be limited to responsibility; (3) results must be followed by rewards or sanctions; (4) collaboration and synergy, not competition, should be the basis of cooperation; (5) the school citizens feel secure about their work; (6) the atmosphere of justice must be instilled; (7) the remuneration is commensurate with the value of the work; and (8) the school residents should have the feeling of ownership.

Principals who are able to run a good school quality culture show that they are able to create condition in which making the citizens of the school embody the culture. Thus, it can be said that their principal's managerial competence is also good. A good school quality culture has an element of the role of principal who is the source of exemplary (Muhammad Basri .2011).

A good school quality culture starts from a well-led principal. Furthermore, a conducive working situation will support the establishment of a good school quality culture. A good working situation is largely determined by how the principal accustoms to the interaction of the conducive staff (Hsin-Hsiange Lee, 2015). Likewise, the proper feedback that the principal gives to staff and teachers will result in a good quality culture. These three indicators also reflect the managerial competence of a good principal. That is, the better the quality culture of a school, the better the managerial competence of the principal.

Then, the Influence of Supervision of School Supervisor and School Quality Culture to Principal Managerial Competence. The result of the research shows that there is a significant influence of supervision of school supervisor and school quality culture towards the principal managerial competence. The principal managerial competence variable is explained at 81.5% by the supervisory school supervisor and school quality culture variables. That is, the rise and fall of the principal's managerial competence can be predicted by the two independent

variables. While the remaining 18.5% is explained by other variables that are not analysed. Then, the supervisory school supervisory variables and school quality culture influenced partially by 71.1% and 76.1%. If these variables are combined together, the explanation of the effect is greater at 81.5%. This supports the influence of independent variables to the dependent variable in this study.

## CONCLUSION

The principal managerial competence, and jointly between the amount of supervision and of the principal managerial competence, there are points to conclude: (1). There is a significant positive contribution of supervision of the school supervisor to the principal's managerial competence; (2). There is a significant positive contribution of school quality culture to the principal's managerial competence; and (3). There is a significant positive contribution of the principal's supervision and school quality culture collectively to the principal's managerial competence

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