Effect of Strengthening Supervisory Training on Principal Competence

by Sunarno Basuki

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Efecto de fortalecer la capacitación supervisora sobre las competencias del director

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RESUMEN

El director tiene un papel esencial en el rendimiento de la escuela y es por eso que es necesario mejorar sus competencias. Una de las formas de hacerlo es educandolo y entrenandolo. La muestra del estudio es la totalidad de los miembros de educación y capacitación que consta de 30 directores de la Regencia Hulu Sungai Tengah. El resultado de este estudio muestra que hay una mejora significativa de las competencias después de su educación y capacitación. Con base en el resultado, se puede afirmar que el fortalecimiento de la educación y capacitación de los directores es efectivo para aumentar sus competencias.

Palabras clave: Educación, competencias del director, docente, formación.

ABSTRACT

The principal has an essential role in the school's performance and achievement. That is why his competences needs to be improved. One of the ways to do so is by educating and training him. The sample of the study is the whole education and training members consisting of 30 principals from the Hulu Sungai Tengah Regency. The result of this study shows that there is a significant competences improvement after education and training was done. Based on the result, it can be stated that the strengthening of principal education and training is effective to increase their competences.

Keywords: Education, principal competences, teacher, training.

INTRODUCTION

A leader has a very important role in an organization. The existence of a leader is able to make the organization go forward, or even vice versa can make the organization become backward. For this reason, to ensure that an organization can move forward, a competent leader is needed. Characteristics of competent leaders include: charismatic, able to make organizational changes for the better, be creative in their fields, and be able to achieve success in an environment full of uncertainty. In addition, a qualified leader will be able to motivate and direct his employees to always be happy to make or make better changes in order to achieve the desired targets (see Meraku: 2017). It should be noted that for workers, the leadership style of a leader will have a strong enough influence on the performance of the workers (Danisman et al.: 2015). For this reason, it is strongly recommended that a leader choose a leadership style that is distributed to subordinates because it will directly influence the performance of workers and further contribute to the achievement of organizational goals and targets (Ahmad & Ahmad: 2018; Ibrahim & Daniel: 2019).

If seen in the context of schools as an organization, the principal is a leader who has an important role in the performance and success of the school. The quality of a school principal will determine the progress or withdrawal of a school. So, certainly, not just any teacher can occupy the position of the principal. To become a school principal in Indonesia, according to the rules, a teacher must have personality, managerial, entrepreneurship, supervision, and social competence (Minister of Education and Culture of the Republic of Indonesia, 2018). That is because personality competence, managerial, entrepreneurship, supervision, and social are believed to have a positive impact on school sustainability.

Empirically, the behaviour of school principals proved to have a positive effect on student achievement, teacher performance, and the health of school organizations (Porter: 2019). The personal quality and high level of ability possessed by a school principal have an important role in the principal's efforts to optimize school performance (Hutton: 2017; Ahmad & Ahmad: 2019). In addition, the quality of a school principal can also affect student attendance, where the level of student attendance can be an indicator of school success (Bartanen: 2020). In other words, personal competence has become a very important thing for a principal to have in carrying out their duties.

Likewise, with managerial and leadership abilities; both of these competencies also have an important role. The managerial ability of a school principal will affect teacher performance (Wullur et al.: 2018). Meanwhile, the right leadership style, such as the leadership style involves and gives authority to all teachers, which is called the shared leadership, in managing a school, it has a positive impact on school performance and achievement. This leadership style is also known as distributed leadership, which is currently becoming a trend. To achieve success in producing outstanding students it is not possible to do it alone by a leader, but all school members must get involved, given the increasingly complex demands of the education world (Gumus et al.: 2018).

A leader is a role model that means he will be an example to his subordinates. It means that the principal's leadership style will be an example for teachers, staff, and students in the school. Therefore, the principal must be an example that inspires teachers, staff, and students (Stravakou & Lozgka: 2018). Furthermore, leadership is an important aspect of the 4.0 revolution era, because, in this era, everyone must collaborate, and all must be able to lead (Ahmad & Sahar: 2019; Piccarozzi et al.: 2018; Annía et al.: 2019; Ríos et al.: 2019; Ríos et al.: 2020). Besides that in the digital era in this digital era, competence in technology is also a necessity, because the ability to use technology will affect the progress or decline of a nation (Dalle & Ariffin: 2018; Derlina et al.: 2018). Considering that one of the goals of the school is to produce a generation of nation's generation and what will be faced by students in the era of revolution 4.0, an example of good leadership and the use of technology is needed by students from the principal as the spearhead of leadership in schools.

From the explanation above, it can be understood that a school principal has a very important role in efforts to advance the school. For this reason, the principal's leadership competency needs to be improved.

In order to improve the competency of school principals, training is one of the ways that can be taken, because it is proven to be able to increase the competency of a leader in making changes for the better one.

Understanding the importance of increasing the competency of school principals, the South Kalimantan Educational Quality Assurance Agency (LPMP) carried out education and training (training and training) on Strengthening School Principals from 13 to 20 October 2019. For this reason, this study aimed to determine the effect of implementing strengthening training. The school activities were implemented. It is done to get an overview of the competencies of principals participating in the training and to find out how effective the principal's training activities are in strengthening the principals' competencies. In addition, mastery of the competencies of principals is very important to be mapped in the context of coaching and drafting a coaching program in accordance with needs. The low quality of education in Indonesia, allegedly one of them caused by the weak competency of school principals and the weak guidance services for them. Therefore, the accuracy of providing data is very much needed to facilitate school principals in increasing their professionalism and competence in accordance with the criteria for national education standards or exceeding them.

LITERATURE REVIEW

The School Principal Competence

Competence is generally defined as the ability in the form of knowledge, attitudes, and skills to do work effectively and efficiently. Because the principal is the key to the success of a school, this study aims to provide information about the types of competencies that principals need to have in order to provide answers to problems about the types of competencies needed for school success. Based on this goal, this study focuses on analyzing the competency documents of school principals in the Ministry of Education in Malaysia, Florida, and Indonesia using the adaptation of Concept Mapping theory. The results obtained are the principal to carry out their duties successfully; it must be oriented to schools in general, oriented to teachers and staff and oriented to the achievement of student learning outcomes. Meanwhile, competencies related to schools are competencies in terms of school leadership; competence in terms of teaching leadership relating to the duties and responsibilities to teachers and staff, and competence in terms of operational leadership oriented to student success. Therefore, the study suggests the importance of principals having the competencies mentioned for achieving school success (Mustamin: 2012).

Based on the analysis method of mapping the concept of the Malaysia Principal competency dimensions; the Florida Department of Education and documented Indonesian Education found that there are three parts which can be noted, namely (Mustamin: 2012):

1. The principal leadership competency dimension, which is consisted of:
   - Policy and Direction
   - Building collaboration between staffs, stakeholder, and public
   - School Program Management
   - Building diversity
2. The Dimension of leadership learning dimension consists of:
   - Learning and achievement
   - Learning leadership
   - Learning environment management
   - Learning responsibility and assessment
3. The dimension of operational leadership competence consists of:
   - Change management and innovation
   - Building and operating the technology source

- Developing human resource
- Developing ethical leadership

The competency of school principals that must be possessed based on the Minister of National Education Regulation No. 13/2007 on the Principal / Madrasah Standards confirms that a school principal / madrasa must have five minimum competency dimensions. Those are personality, managerial, entrepreneurship, supervision, and social competence.

The school principal competence test

The results of mapping principals 'competencies, in general, are useful for describing mastery of school principals' competencies, so that there are known competent principals and less competent principals. The competency map can also be used as a facilitation material in an effort to improve the competency of school principals. In particular, this research is useful in producing: descriptive descriptions of criteria, requirements, training, appointment, transfer, coaching, and dismissal of school principals.

Mapping the competency of school principals is seen as important (Manap: 2010), due to the tendency that: First, the implementation of regional autonomy and decentralization of education have not run as expected. Second, the concept of school-based management (SBM), which is used as a reference in school management that is more independent and professional. Third, since the enactment of Law No. 20/2003, Permen No. 19/2005 concerning National Education Standards, and Permen No. 13/2007 on Principal Standards have not yet been prepared competency test instruments for both prospective principals or for principals who have held office. Fourth, teacher certification as an effort to increase the professionalism of teacher positions and education staff and to improve their welfare tends to be oriented to get an increase in their welfare but has not changed much their professional culture. Fifth, teachers, principals, school supervisors, and education bureaucrats who are supposed to play themselves as partners in achieving the success of education implementation often act as superiors. Sixth, LPTK (Educational Personnel Producing Institutions), LPMP (Educational Quality Assurance Agency), Department of Education, and Schools are often in different positions, and as if they have different interests, in the presence of each party they should be able to complement each other in the framework of providing educational services that can meet the needs of the community equally and quality.

METHODS

The design of this study is Quasi-Experimental with the design of One Group Pretest-Postest, where the sample checked is given the action, in this case, is the education and learning in strengthening the principal school competence. Commonly, the design is shown in Table 2.1 below.

Pre-test	Treatment	Post-test
O1	X	O2

O1 = the first observation or taking data before a treatment
O2 = second observation or taking data after treatment
X = treatment

Table 2.1. One Group Pretest-Posttest Design

In this design, the tested group is given a pretest to find out the initial ability in the group. Then the results of the initial test will be compared to the results of the final test (post-test) after the experimental group is given treatment. The time and place of the research were carried out during the implementation of education and training for strengthening primary school principals in the Hulu Sungai Tengah District of South Kalimantan

Province from 13 to 20 October 2019 at the LPMP (Institute for Educational Quality Assurance) of South Kalimantan.

The sample of this study is a saturated sample, meaning that all participants of the training program for strengthening principals in the Hulu Sungai Tengah Regency are samples, as well as the study population. There were 30 coconut students who took part in the training, so the number of samples was 30. The data regarding the competency of the principal was collected using tests. There are 45 lists of questions that must be answered by the principal at the pre-test and post-set stages. The test includes managerial dimensions, school development efforts, learning leadership, entrepreneurship, and supervision. The collected data is then tabulated to get a test score for each school principal. The settings were tabulated, then the data were analyzed statistically using descriptive statistics, which were then continued with the data normality test using Shapiro Wilk and Kolmogorov Smirnov, when the data had proven normal then inferential statistical tests were performed using paired t-tests. Overall data analysis was performed using SPSS ver. 16.

RESULTS

In accordance with the objectives of this study, which is to know the effect of education and training on the competency of principals, here are several stages of research carried out along with the results, namely: Tabulation and frequency of pre-test and post-test results, the results of descriptive statistical analysis of pre-test and post-test, normality test results pre-test and post-test, and paired t-test analysis of pre-test and post-test. The following is an explanation of each of these research results.

The Result of Pre-Test and Post-Test Frequency Analysis

After the pre-test and post-test scores for the principal competency measurement are completed, the results of the tabulation are analyzed to find the frequency score. This frequency analysis is carried out to find out how the competencies of each school principal before and after the implementation of the school principal strengthening training are carried out by the South Kalimantan Educational Quality Assurance Agency (LPMP). The results of the frequency analysis of the pre-test scores and post-test scores can be seen in Table 4.1.

Score	Category	PRE-TEST n=30		POST-TEST n=30	
		Frequency	(%)	Frequency	(%)
85-100	very good	0	(0.0)	3	(10.0)
75-84	good	3	(10.0)	25	(83.3)
60-74	fair	15	(50.0)	2	(6.7)
50-59	bad	10	(33.3)	-	-
0-49	very bad	2	(6.7)	-	-

Table 4.1. The Result of Pre-Test and Post-Test Frequency Analysis

If the passing grade of the test is 60, as the common standard applies in Indonesia, from the data in Table 4.1 above it can be seen that 12 (40%) of the principals did not pass the test. Even though 18 (60%) of the passed the test, but if we have seen their scores 15 (50%) of them only got the fair score, and 3 (10%) got good scores. Thus, the data show that most of the school principals have to improve their competence.

Based on data from table 4.1, it can be seen that there was a change in the test scores obtained by the school principals who had attended the training. In contrast to the situation before attending the training, from Table 4.1, it can be seen that there is no school headmaster whose score less than 60, it means that all of the passed the test. The number of principals who got good score raised to 50%, and 10% of them got a very

good score. Simply put, it can be understood that there is a change in the competency of the principal after attending the training. However, to find out whether the differences or changes in competencies that occur are classified as significant, whether the effect of the training is significant, and how large is the effect size, further analysis was conducted using inferential statistics. The result of the analysis is explained in the next section. Thus, a clear and definite picture of the effect of education and training on the competency of principals can be obtained.

The Result of the Pre-test and Post-Test Descriptive Statistic Analysis

To describe the competency of school principals in Hulu Sungai Tengah Regency in more detail before and after the implementation of the school strengthening program conducted by the South Kalimantan Education Quality Assurance Agency (LPMP) a descriptive statistical analysis of the pre-test and post-test results was conducted. The results of the pre-test and post-test descriptive statistical analysis that measure the competency of principals before attending training and after attending the training can be seen in Table 4.2.

	PRE-TEST	POST-TEST
Mean	61.77	80.66
Standard Deviation	8.62	4.56
Variance	74.38	20.81
Range	40.00	22.22
Minimum Score	4.22	68.89
Maximum Score	82.22	91.11

Table 4.2. The Results of Pre-Test and Post-Test Descriptive Statistical Analysis

From the data shown in Table 4.2 above it can be seen that the lowest score obtained by the principal is 42.22 while the highest score is 82.22. So the range or the distance between the minimum value to the maximum value is 40, and it shows a great gap. In terms of the average value found that the average value of the competency of principals is 61.77 with a standard deviation of 8.62 and a variance of 74.38. The data shows that the competency of principals is still not evenly distributed and tends to be on the competencies that are still relatively not high when viewed from the average value.

Based on the data in Table 4.2 above, it can be seen that after attending the training, the lowest score obtained by the school principal is 68.89; it means that when compared with the lowest value before the training, which is 42.22, there is an increase of 26.67 points. The increase also occurred at the maximum value, at the post-test the maximum value was 91.11, while at the pre-test it was only 82.22, which means there was an increase of 8.89 points. The range or distance between the minimum value to the maximum value decreases to 22.22, which shows the difference in value that decreases. In terms of the average value found that the average value of the competency of the head increased to 80.67 from the pre-test, which was only 61.77. Whereas the standard deviation decreases to 4.56, and the variance also decreases to 20.81. The data shows that the competency of principals has increased and is more evenly distributed and tends to be better than the pre-test competencies.

The Pre-test and Post Test Normality Test Result

To be able to perform inferential parametric tests using paired t-tests, the data must be tested for normality. The following are the results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk analysis for the pre-test and post-test results of the measurement of school principals' competencies.

	PRE-TEST		POST-TEST	
	Kolmogorov-Smirnov (Sig.)	Shapiro-Wilk (Sig.)	Kolmogorov-Smirnov (Sig.)	Shapiro-Wilk (Sig.)
p	.200	.753	.184	.501
Result	p > .05	p > 0.5	p > 0.5	p > 0.5
Conclusion	Normal	Normal	Normal	Normal

Table 4.3. Pre-Test and Post-Test Normality Test Results

Based on data obtained from the normality test analysis shown in Table 4.3 it was found that the p-value in Kolmogorov-Smirnov was .200 (p> .05) while in Shapiro-Wilk the p-value was .753 (p> .05). So, based on the two p values, the result of the pre-test of the competency of the principal before the training was declared normal.

In accordance with the data in Table 4.3, it can be seen that from the normality test results obtained post-test data with a p-value in Komlmogorov-Smirnov of .184 (p> .05), as well as the Shapiro-Wilk result, show a value of .501 (p> .05). Thus, the conclusion is the post-test data of the competency of the principal after the training is declared as a normal thing.

The Result of Inferential Statistic Analysis using the Paired t-test

After data is declared as a normal thing so that the analysis is continued by using the parameter of paired t-test inferential statistical analysis. The paired t-test analysis result can be seen in Table 4.4 as follows:

N		M		SD		t (29)	score	t cv
30	30	61.78	80.67	8.62	4.56		-22.743	1.69913

Table 4.4. The Paired t-test Analysis Result

From the result of the paired t-test, it can be seen that there is a significant change on the principal competence before the education and training program (M= 61.78, SD= 8.62) to the principal competence after completing the education and training program (M=80.67, SD= 4.56), with t (29) = 22.743, p < .005 (two-tailed). To find out whether there is an effect of education and training implementation on the principal's competency, the t value or probability (p) from the results of paired t-test analysis is equal to -22,743 compared to the t critical value (cv), df 29, then the value of t cv = 1.69913. So it was found p> 1.69913. It means that the implementation of education and training has an effect on the competency of the principal. Furthermore, to measure the effect size or effect size, an effect size calculation is performed using the Eta squared calculation. Here is the result of the calculation of the effect size of the results of the paired t-test using Eta squared:

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N-1)}$$

$$= \frac{517.244}{517.244 + (30-1)}$$

$$= .94691 \text{ (large impact)}$$

Based on (1988) if the result of eta squared > .14, so that means that treatment has a large impact. Based on the eta squared result above, it was found that the eta squared result was 95 > .14. So, it can be concluded that education and training has a large impact on increasing the competency of the school principals.

DISCUSSION

Compliance Before the training, there were still many school principals who had competency scores of less than 70. It means that the competency of principals in the Hulu Sungai Tengah Regency of South Kalimantan needed to be improved, bearing in mind the role of the principal was very important for school progress. The principal has a role in student achievement, teacher work satisfaction, teacher performance in implementing learning, and organizational health (David & Liebowitz: 2019). The success or achievement of a school that is consistently obtained and sustained is influenced by the ability of the principal to know the needs of the school and its ability to greet the school community clearly so that it is easy to understand and willing to work together with pleasure. Good collaboration between school principals and teachers requires trust, and this makes good trust between principals towards teachers and especially teachers with principals being very important (Balyer: 2017). If the teacher believes in the principal, whatever school assignments are given by the principal will definitely be done by the teacher. Teachers 'trust in principals is influenced by principals' leadership that reflects competency, consistency, reliability, openness, respect, and integrity.

In addition, the research conducted by Yuliawati and Enas (2018) also showed that the competency of the principal had a positive effect on teacher competence. Manap (2010) provides evidence that school principals' social competencies are low among junior high school principals in Bengkulu, while other competencies are competent. Yasin et al. (2013) presented evidence that the competency of principals has a significant correlation to the achievement of national education standards while Arman et al. (2016) proved that the competency of school principals had a positive impact on teacher motivation and performance.

Furthermore, the principal's leadership style also has a great influence on student achievement. The instructional leadership style is able to create a comfortable learning atmosphere and increase the confidence of teachers to carry out their tasks well (Ma & Marion: 2019). Principals who implement transformational leadership, leadership styles that distribute authority or involve teachers and employees in leadership, are able to create a school climate that supports each other, is close and keeps school residents away from frustration (McCarley et al.: 2016). Thus, transformational leadership styles are able to make teachers and employees more confident in carrying out their tasks and ultimately have a positive effect on student achievement. When seen from direct influence, the transformational leadership style influences medium effect size (Karadag˘ et al.: 2015). In addition, a leadership style that is able to distribute authority is also important for realizing sustainable school performance (Shatzer et al.: 2014).

From the results of this study, it was also found that the implementation of training for strengthening principals carried out by the South Kalimantan Education Quality Assurance Institute (LPMP) was successful and proved to have a great influence on improving the competency of principals. This is in line with several studies that have been conducted by previous researchers. Truitt's (2011) research results show that work motivation can be increased through training to fund new things in work that must be done by a worker, especially regarding things that are able to make their work better and easier. In other words, training can also improve performance (Sasidaran: 2018).

In terms of developing entrepreneurial skills, which is one of the competencies that must be possessed by the principal, research conducted by Henry, Hill, and Leith (2004) found that training that was able to make participants have a network that helped him open a business and develop a business was also proven can enhance the entrepreneurial abilities of the trainees (Henry et al.: 2004). However, to obtain maximum entrepreneurial skills, fieldwork practices are the best training (Cowdean et al.: 2018). Still, in terms of entrepreneurship, creativity and innovation are very important to guarantee the progress of a business. For this reason, school principals need to take proper training in matters of creativity and innovation.

However, creativity must not only be possessed by a principal to advance the school but also by the teachers. Furthermore, the staff and the effectiveness of the teachers and employees will be influenced by the leadership and supervision of the principal, because leadership and supervision are proven to influence

the creativity of the workers (Jain & Jain: 2016). In addition, a leader must be able to stimulate the creativity and innovation of employees and a successful way to do this is to provide a clear picture of ideas and goals that will be used and create a work team with different scientific backgrounds (Doran & Ryan: 2017). Principal's performance is influenced by educational qualifications, experience, and work motivation (Salwa et al.: 2019).

CONCLUSION

Based on the study result that was stated before, it can be concluded that: (1) there is an increasing on school principal competence before and after the training; (2) the differences between school principal competence before and after the training is significant; and (3) education and training which is done by the Educational Quality Assurance Institution (LPMP) of south Kalimantan has an impact, and that impact is large. This influence is categorized as big towards increasing the competency of school principals in Hulu Sungai Tengah Regency.

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