

Conference Paper

The Managerial and Supervisory Competency Levels of Public Elementary School Principals

Nurtanio Agus Purwanto, Dwi Esti Andriani, and Suyud Suyud

Educational Management Study Program, Universitas Negeri Yogyakarta

ORCID:

Nurtanio Agus Purwanto: <https://orcid.org/0000-0001-5376-9129>

Abstract

The aim of this study was to assess the managerial and supervisory competency levels of public elementary school principals in Daerah Istimewa Yogyakarta Province. A questionnaire was used to collect data from 90 public elementary school principals. The data were analysed using a quantitative approach. The results showed that the managerial competency level of these school principals was good. Continuing professional development (CPD) programs for principals are needed to further improve their competency levels. In addition, these CPD programs should focus on leadership rather than school management skills as the characteristics of the principal job have changed significantly.

Keywords: school principals, principal managerial competency, principal supervisory competency

Corresponding Author:
Nurtanio Agus Purwanto
nurtanio@uny.ac.id

Published: 29 December 2021

Publishing services provided by
Knowledge E

© Nurtanio Agus Purwanto
et al. This article is distributed
under the terms of the [Creative
Commons Attribution License](#),
which permits unrestricted use
and redistribution provided that
the original author and source
are credited.

Selection and Peer-review under
the responsibility of the ICMEd
Conference Committee.

1. Introduction

The principals play an important role to improve the quality of elementary schools. Unfortunately, many principals in this country are less competent. The survey conducted by the Directorate of Education Personnel of the Ministry of National Education in 2007 indicated that the competence of school principals was still weak. The mastery level of personality, managerial, entrepreneurship, supervision and social competency respectively is 67.3%, 47.1%, 55.3%, 40.41%, and 64.2%. The more recent study conducted by the School Principal Development and Empowerment Institute and the Education Quality Assurance Agency found similar findings. The average national mastery level of the five dimensions of competency for principals is only 76% [1].

Since the early 2000s, in order to develop professional principals, the Indonesian government has implemented the 'new policy' on the principal preparation program. The new policy has standardized the recruitment, selection, training for prospective school principals [2]. It is believed that preparation for principals is important before their assignment. Also, the government has implemented the continuing professional development (CPD) for principals [2]. Given the programs, it is expected that Indonesian

OPEN ACCESS

principals have competencies required to do their job. This research aims to assess the managerial and supervisory competency level of elementary school principals.

2. Related Works/Literature Review

2.1. Who is the principal in Indonesia?

In Indonesia, based on [3] the assignment of teachers as principals of schools/madrasahs, the principal is a teacher who is given an additional task to lead a school. This policy has been amended through [4]. It states on the article 1 of the paragraph 1 that the principal is a teacher who is given the task of leading and managing a school.

The principal is a teacher who is assigned the task of leading and managing an educational institution which includes kindergarten, special kindergarten, elementary schools, special elementary schools, junior high schools, special junior high schools, senior high schools, vocational high schools, special senior high school, or Indonesian schools abroad. This fundamental change has broadened the duties and responsibilities of school principals.

2.2. Principals as a Leader and Manager

The principals are a school manager. Daryanto [5] states that the managerial functions of program implementation; 3) supervising school activities, such as regulating activities, directing, and 4) evaluating the implementation, guiding, and improving the staff ability.

Principals are also a school leader [5-7]. As a leader, he should be able to: 1) encourage high commitment of teachers, staff, and students in carrying out their duties; 2) guide, direct, and motivate teachers, staff and students to work for school improvement and effectiveness, as well as to inspire them.

A principal as a manager or leader must be able to influence school members so that they know and willingly do what the principal wants them to do. Leavitt [8] argued that “managers or leaders, in one way or another, must influence other people to do what they want them to do” In addition, he also should be able to develop teacher professionalism teachers’ performance [9], which is one of the key factors of school improvement [10].

2.3. National Standard on Principal Competencies

To be able to properly carry out these roles according to the Regulation of the Minister of National Education No. 13 Year 2007 on Principal's standards, principals must perform the following competencies: personality, management, entrepreneurship, supervision, and social.

- The personality dimension of competencies refers to having leadership characters including noble behaviour, an ideal model of noble behaviour, integrity, a passionate, open minded, talented, self-control, and enthusiastic principal.
- The managerial dimension of competencies refers to having the ability to plan school development; to develop organisations, school culture and climate; to lead change, and to manage school resources including teachers, students, finance, school - community relations, and facilities.
- The entrepreneurship dimension of competency refers to having the ability to be innovative, to be a hard worker, to have strong motivation to be successful and to have entrepreneurial intuition.
- The supervision dimension of competencies refers to having the ability to plan, implement, and follow up academic supervision programs for teacher professional development.
- The social dimension of competencies refers to having the ability to work together with others for school development, to participate in community events, and to have social sensitivity towards others [11]

3. Material & Methodology

3.1. Research Setting

This research took place at public elementary schools in Sleman District, Daerah Istimewa Yogyakarta Province

3.2. Population and Sample

The population was 377 principals of public elementary schools across Sleman District consisting of 17 sub-districts. 90 principals of the population was selected randomly using the table by [12].

3.3. Data Collection Technique and Research Instruments

The quantitative data were collected using a questionnaire with a scale of behavior. The instrument was first validated through an expert judgment. Then, the instrument validity was tested statistically using the Pearson Correlation Product Moment formula with SPSS version 17.00. The result showed that all the questionnaire items were valid as the *r* value of the correlation is more than that of the *r* table. The reliability test used was the Cronbach’s Alpha formula with SPSS version 17.00. The instrument is considered to be reliable as the alpha value is more than that of the *r* table.

3.4. Data Analysis Technique

The quantitative data were analyzed using descriptive statistics consisting of percentage, mean, mode, standard deviation, and frequency distribution through the SPSS version 17.00. The conversion of the quantitative data is based on the following criteria:

TABLE 1: Quantitative to Qualitative Data Conversion

Average Scores	Classification
> 4.2	Very good
3.5 – 4.2	Good
2.5 – 3.4	Fair
1.5 – 2.4	Poor
≤ 1.4	Very poor

Source: Sudjana (2005: 67)

4. Results and Discussion

Public elementary school principals were under the supervision of a superintendent who was in coordination with District Education Office (DEO). He or she was the “instrument” of the DEO to improve the education quality through their supervisory functions. The superintendents accordingly have applied an instructive approach in supervision. They provide direction and guidance based on the DEO’s instructions to school principals. This approach is considered to be more practical and effective.

The superintendents visited schools to supervise principals. The schedule of visitation is developed and done beforehand as every superintendent should visit many schools. Besides, it is necessary not to disrupt the learning activities or school programs that are running during their visit.

The superintendents provide guidance to principals in the area of management such as preparing school for national accreditation, developing teacher professionalism, developing work plans and budgeting. These supervisory activities are carried out on an ongoing basis directed toward the achievement of the national education standard. When necessary, the superintendent assign qualified practitioners to support principals.

Given guidance from their superintendents, the elementary school principals are expected to be good at school management. Also, it is expected that they are a good supervisor for their teachers. The supervisory role of the principals is considered to be important today as teachers are facing frequent educational changes primarily mandated by the central government. When they are mastering these two competencies, it is believed that they would be able to perform their duties and responsibilities professionally.

This study assesed the mastery level of school management competence consisting of making school plans, managing changes, and effectively developing schools, curriculum, and learning activities to the elementary school principals. The results show that their mastery level of this competence is in a good category.

TABLE 2: The Managerial Competency Level of Public Elementary School Principals

No	Managerial Competency Aspects	Score	Category
1	Making school plan	3.91	Good
2	Managing changes and developing the school effectively	3.82	Good
3	Developing the curriculum and learning activities	3.89	Good
Average Score		3.87	Good

Nurtanio Agus Purwanto *et al.*, The Managerial and Supervisory Competency Level of Public Elementary School Principals

This study also assessed the mastery level of supervision competence. It consists of planning an academic supervision program and performing academic supervision to teachers. Based on the findings, it is found that both aspects are in the good category.

TABLE 3: The Supervisory Competency Level of Public Elementary School Principals

No	Supervisory Competency Aspects	Score	Category
1	Planning academic supervision programs	4.15	Good
2	Conducting academic supervision to the teachers	3.94	Good
Average Score		4.05	Good

The findings show that management and supervision competencies of the principals being studied are in good category. Continuing professional development program for principals is accordingly required to level up those competencies in very good category.

This is a demand today as the principals plays an important role for improving student achievement. The recent study involving 22,000 principals shows that principals' contribution to student achievement is nearly as large as the teachers' contribution [13]. In addition, there is a need to consider the focus of professional development programs for in-service principals on leadership more than school management as the characteristics of principal's job has been significantly changing [14, 15].

Leadership development is any processes of educating leaders. The ultimate goal is to expand the collective capacity of organizational members to be actively involved in leadership roles and processes [16]. The effective leadership development of principals needs to apply a student active learning approach, where school leader candidates are highly involved in learning process to understand what is learned and how to apply it in school[17], emphasizes practices rather than theories and link theories to practice directed at increasing student achievement [18]. Examples of learning with such approaches are adult learning, experiential learning, problem-based learning, and authentic learning [18] which can be applied in individual or group learning [14]. Learning strategies that is considered relevant and effective accordingly include facilitation, mentoring, and coaching [14, 19].

5. Conclusion

The managerial competency level of public elementary school principals in Sleman District Daerah Istimewa Yogyakarta Province, is in good category. Continuing professional development (CPD) for principals is needed to develop the competency of in-service principals to their highest level. This is important as a principal plays an important role for student achievement. In addition, there is a need to consider the focus of professional development on leadership more than school management skills as the characteristics of principal job has been changing significantly.

References

- [1] Petunjuk pelaksanaan: Pemerolehan sertifikat dan nomor unik kepala sekolah/madrasah (NUKS/M). Kemendiknas; 2011.
- [2] Ministry of Education and Culture. Overview of the education sector in Indonesia 2012. Achievement and challenges. Jakarta: Ministry of Education and Culture; 2013.
- [3] Peraturan Menteri Pendidikan Nasional nomor 28, tahun 2010, tentang penugasan guru sebagai kepala sekolah/madrasah. Kemendiknas; 2010.

- [4] Peraturan Menteri Pendidikan dan Kebudayaan nomor 6, tahun 2018, tentang penugasan guru sebagai kepala sekolah/madrasah. Kemendikbud; 2018.
- [5] Daryanto D. Administrasi pendidikan. Ineka Cipta; 2001.
- [6] Sudrajat H. Manajemen peningkatan mutu berbasis sekolah. Cipta Cekas Grafika; 2004.
- [7] Wahjosumidjo W. Kepemimpinan kepala sekolah: Tinjauan teoritik dan permasalahannya. Raja Grafindo Persada; 2005.
- [8] Leavitt, HJ. Top down: Why hierarchies are here to stay and how to manage them more effectively. Harvard Business School Publishing; 2005.
- [9] Holofield M, Cline D. Clinical supervision and its outcome: Teacher and principals report. National Association of Secondary School Principals, NASSP Bulletin, Research Library; 2007.
- [10] DuFour R, Barkey T. The principal as staff developer. *Journal of Development*. 2005;16(4): 144-162
- [11] Peraturan Menteri Pendidikan Nasional nomor 13, tahun 2007, tentang standar kepala sekolah/ madrasah. Kemendiknas; 2007.
- [12] Krejcie RV, Morgan DW. Determining sample size for research activities. *Educational & Psychological Measurement*. 1970;30:607-610.
- [13] Grissom JA, Egalite AJ, Lindsay CA. How principals affect students and schools. A systematic synthesis of two decades of research. The Wallace Foundation; 2021. Available from: <http://www.wallacefoundation.org/principalsynthesis>
- [14] Bush T. Leadership development and school improvement: Contemporary issues in leadership development. *Educational Review*. 2009;61(4):375-389.
- [15] Bush T. International perspectives on leadership development: Making a difference. *Professional Development in Education*. 2012;38(4):663-678.
- [16] Day DV. Leadership development: A review in context. *Leadership Quarterly*. 2001;11(4):581–613.
- [17] Hallinger P. Reshaping the landscape of school leadership development: A global perspective. 1st edition. Hallinger P, editor. Taylor & Francis Group; 2003. School leadership preparation and development in global perspective: Future challenges and opportunities; p. 289-300.
- [18] Davis HD, Hammond LD. Innovative principal preparation programs: What works and how we know. *Planning and Changing*. 2012;43(1):25-45.

- [19] Bush T. International perspectives on leadership development: Making a difference. *Professional Development in Education*. 2012;38(4):663-678. doi: 10.1080/19415257.2012.6607