

Conference Paper

The Effect of Competency to Work Effectiveness: Case Study on Women's Principal

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Abstract

Gender equality is the natural equation or equality between women and men. If we look from the physical point of view, a woman and man are absolutely very different. When it comes to one's job profession, woman tends to use 90% of their feelings and 10% logic, which is very inversely proportionate to a man, who uses 90% logic and 10% feeling. This research aims to determine the Professional Competence, Social Competence and Personality Competence to the Effectiveness of Work. The research method used is explanatory research and associative research by taking 83 female Principals, starting from Kindergarten level to Senior High School with sampling technique being purposive sampling. Based on the result of research that simultaneously affects the effectiveness of work program of female principals. The partial dominance of program effectiveness is the competence of personality, social competence and professional competence. The dominance of 44.1% (R^2) can be explained by the model, while the rest of which is 55.9%, influenced by other factors outside the research model. It is recommended that, for future purposes, the female principals should be trained to become principals by the Department of Education and Culture along with Human Resources and Human Resource Development Agency.

Keywords: professional, personal, social, competency, effectiveness

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1. Introduction

Giving women roles to lead is an important part of gender equality. Gender is an issue that quantitatively plays a big role for women in contributing to an organization. In the context of managing the organization like a school, a woman plays an important role to use the motherhood behavior, accuracy and neatness and also can be a good figure of care for students in the education period. In this article, we present a description of how women's roles can help the regions to achieve high levels of education so as to provide wider opportunities for the community to experience education.

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The changes that caused the shifting of men's role to the role of women in leading the school is also caused by the regulation in managing the teacher based on the domicile of proximity to the residence. The phenomenon in the field found that there was a gap in the number of female principal compared to the number of male principal. To exploring the research, researchers used three variables as follows (1) the competence of the profession, (2) social competence, and (3) personality competence. These 3 things are measured to see whether through the presence of the female principal will be more able to achieve the goal of the school through effective programs. The phenomenon's background of this research is that women principals are more reliable in managing school programs to be more effective and optimal. Using professional competency, social competency and personality competency as variable become interesting thing to be used as measure in this phenomenon.

The research objectives are:

1. Does professional competency affect the effectiveness of the principal's program?
2. Does social competency affect the effectiveness of the principal's program?
3. Does personality competency affect the effectiveness of the principal's program?

2. Methods

The research approach used explanatory and associative. The article uses survey data from 83 woman school principal at Bengkayang regency as the characteristic border region. The research with a focus on gender often has an emancipatory purpose aimed at empowering oppressed women and effecting change in reference to equality (**Robson, 2011**). For quantitative analysis used techniques for predicting in dependent variables caused by independent variables used multiple linear regression equation. The reliability and validity of the dimensions are established through confirmatory factor analysis (CFA).

3. Results

Based on the results of data collected, the output calculation by using SPSS program, can be seen as follows:

The formulation of regression function variable X to Y as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e,$$

TABLE 1: Recapitulation of variable data processing X and Y.

Variable		Unstandardized Coefficient B	t	Sig. t
(Constant)		2.074	6.727	0.000
Professional competency (X ₁)		0.156	2.339	0.022
Social competency (X ₂)		0.170	2.589	0.011
Personality competency (X ₃)		0.236	3.021	0.003
Item	Nilai			
t-table	1.990			
Multiple R	0.679			
Adjusted R Square	0.441			
F-count	22.553			
Sig. F	0.000			
F-table	2.720			

Source: Processed data, 2015.

where:

Y = effectivity

X₁ = professional competency

X₂ = social competency

X₃ = personality competency

b_i = regression coefficient

e = error variable

Based on the formula, the results of the calculation of variable X regression to Variable Y can be predicted as follows:

$$Y = 2.074 + 0.156X_1 + 0.170X_2 + 0.236X_3$$

Based on the regression equation that is formed, it can be explained and translated that the effectiveness of school programs will increase if the whole or one of the independent variables consisting of professional competency, social competency and personality competency enhanced.

1. The constant value of 2.074 means that if the independent variable is 0, then the work effectiveness will still exist at that constant value.
2. The value of the regression coefficient of professional competency (X₁) is 0.156 and positive, it means the better the professional competence will increase the work effectiveness.

3. The value of the regression coefficient of social competency (X_2) is 0.170 and positive, it means the better the social competency will increase the work effectiveness.
4. The value of the regression coefficient of personality competency (X_3) is 0.236 and positive, it means the better the personality competency will increase the work effectiveness.

The adjusted R^2 value of 0.441 (Table 1) show that 44.1% of the total variation in the dependent variable can be explained by the influence of the independent variable and 55.9% of the variation that is influenced by other factors.

TABLE 2: The effect of professional competency on work effectiveness.

t-count	t-table	Description
2.339	1.990	Ho rejected, Ha accepted
Source: Processed data, 2015.		

Based on Table 2, the result can be explained that the value of t -count > the value t -table, so that, it concluded to reject H_0 and accept H_a , it means, there the professional competency significantly effects to the work effectiveness.

TABLE 3: The effect of social competency on work effectiveness.

t-count	t-table	Description
2.589	1.990	Ho rejected, Ha accepted
Source: Processed data, 2015.		

Based on Table 3, the result can be explained that the value of t -count > the value t -table, so that, it concluded to reject H_0 and accept H_a , it means, there the social competency significantly effects to the work effectiveness.

TABLE 4: The effect of personal competency on work effectiveness.

t-count	t-table	Description
3.021	1.990	Ho rejected, Ha accepted
Source: Processed data, 2015.		

Based on Table 4, the result can be explained that the value of t -count > the value t -table, so that, it concluded to reject H_0 and accept H_a , it means, there the personal competency significantly effects to the work effectiveness.

4. Discussion

Based on the partial test, the variable consist to professional competency variable, social competency variable and personality competency variable resulted that the personal competency has dominant effect to the work effectiveness. The dominant of personal competency can be known through the *t*-count value for the largest personal-ity competence variable among other variables that is equal to point 3,021. This result supported by the practical conditions that female principal is individuals who have more accommodative attitudes, opened personalities to lead or democratic, and more responsive, more improvement for the school environment situations and conditions, such as more careful in the use of budgets, sensitive to environmental conditions that are less clean, healthy and safe.

Based on the result show that the professional competency variable partially affect the work effectiveness by $t\text{-count} > t\text{-table}$ ($2.339 > 1.990$). The results of this study support the opinion of Briscoe in Manopo (2011: 89), Solar opinion (2004) which explains that when the organization identifies the required competencies with their function in reality the organization is helping itself to focus more on the strategic achievement and organizational effectiveness. Likewise from the opinion of Siagian (2001: 24), that effectiveness shows success in terms of whether or not achieved goal setting. The empirical situation explain that being a principal is all about making powerful, albeit indirect, contributions to student learning. One of the hardest things for new principal to understand and stay focused on is how this influence functions.

The results of the study can also be explained as practical conditions in the field that as an educator to become a Principal should basically have professional competence in carrying out their duties for teaching and learning in the classroom. As a conscious teacher of a conscience call who has chosen a teacher as a job must have a great sense of responsibility to educate his/her students. He felt guilty if he did not teach well.

Based on the calculation, the variable of social competence partially affect the effectiveness evidenced by $t\text{-count} > t\text{-table}$ ($2.589 > 1.990$). The results of this study support the theory of Spencer and Spencer (1993) and Syafitri research that explains that the competence as a mastery of a task, skills, attitudes and appreciation needed to support success. It shows that the competence includes the tasks, skills, attitudes and appreciation that must be possessed by the people in the organization to carry out its duties in order to achieve the effectiveness and purpose that have been determined. Furthermore, Dale (2003: 30) reveals that behavior is a manifest of the personality and attitude shown when a person interacts with the environment and others. The

results of the study can also be explained as well as the practical conditions in the field that a head must have good social relations with all stakeholders; he must maintain effective communication with fellow teacher councils, with parents of the students, with committee chairmen, with village and community leaders government.

Generally, female principal is more attentive, caring, democratic and artistic in leading her school. This is necessary in order to gain strong support in learning quality teaching process and anticipate if there are problems that occur also in the school environment. Female principal have relationships with subordinates who are more sensitive, and involve themselves in various social activities within their school environment.

Based on the result of the calculation that the variable of personality competence partially affect the effectiveness by t -count $>$ t -table ($3.021 > 1.990$). The results of this study support the theory of Scale in Sutrisno (2011: 202), Drecher explaining personal ability as a mastery of a task, skills, attitudes and appreciation needed to support success. It demonstrates that competence includes the tasks, skills, attitudes and appreciations that people have in the organization to execute predetermined goals. Furthermore, spencer and spencer (1993) states that competence is an underlying characteristic of individuals associated with the results obtained in a job.

The basic characteristic of competence means that ability is something that chronic and in part of one's personality and can be predicted behavior in a job task. The practical condition in the field that a principal is one of the keys that determine the quality of education, especially the teaching and learning process. A principal has to be responsible for all school activities and has full authority to organize all educational activities within the school environment he leads. She/he is responsible for the smooth running of the school is not only technically academic but also all activities, the state of the school environment with conditions including the relationship with the society.

As the closing, there are several reasons to become a principal, and they should be help the government achieve the goals in education. When a teacher become a principal or move into an administrative role, contact the schools in the area to learn more about their programs. With the growing presence of online learning, they may also consider those types of programs as well. Many teachers continue their careers while taking online courses to go even further in the field.

5. Conclusion

The research that has been conducted on 83 female principal in Bengkayang Regency, West Kalimantan Province, Indonesia can be summarized as follows:

1. Professional competency variables affect the effectiveness of the work program. The dominating factors are reflected in sufficient knowledge and insight, ability to explain program activities, to deliver programs to stakeholders, and critical of problems with all teachers in the school environment.
2. Social competency variables affect the effectiveness of the work program. Factors that dominate are to have skill effective and efficient communication, have the ability to get along with the community, have the ability to guide junior teachers to self-competence.
3. Personal competency variables affect the effectiveness of the work program. The dominating factors are reflected by the indicator as follows always acting in accordance with the rules, always acting in accordance with the norms and ethics, having independence, working with high work ethic, prioritizing the openness in the thinking / acting and behaving well so that can be exemplified.

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