

## The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia

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### ABSTRACT

This study aims at analyzing the effect of the competence of school supervisors and school principals on work motivation and performance of Junior High School teachers in Maros Regency. This research was a quantitative research by using survey approach. This approach was used because it is adjusted to the nature and assumptions of the study in accordance with the research problem. This study used a fairly large population because it involved all teachers of Junior High School in Maros regency totaling 734 teachers. The results show that the competence of school principals is predicted through five indicators. The first is the dimension of learning and achievement. The second is instructional leadership. The third is the management of the learning environment. The fourth is the responsibility of learning and assessment. The fifth is a social personality. The dimension of instructional leadership contributes greatly to the competence of principals and supervisors. In general, the competence of school principals, the competence of school supervisor, teachers' work motivation, and teachers' performance are in the middle category. However, special attention is required to improve the social personality as well as research and development of the school supervisors. The research found that the competence of the school principals positively affects the teachers' work motivation. The principal' competence positively affects the teacher performance. The competence of the school supervisors positively affects the teachers' work motivation. In addition, the competence of the school supervisors positively affects the teachers' performance in Junior High Schools in Maros.

### KEYWORDS

Teachers' Competence, Teachers' Motivation,  
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## Introduction

Educational development is being conducted. It should touch the universal aspects of the education system because the system is always based on the political paradigm that has been shown to produce human resources that are mechanistic and is not creative. Therefore, it is time to reform orientation in training school supervisors and principals so that the motivation and performance of teachers become a priority in managing education.

Based on the supervision results of school supervisor, it is found that the attendance level of teachers in teaching in the classroom the Junior High School is not optimal. The data indicate that the presence of teachers is still in the range of 90% of each school. The level of teacher discipline, creativity and innovation are still low in terms of programming and implementation of effective teaching and learning process (Data obtained from Maros Department of Education 2014). Preparation of the lesson plan has not shown the expected results. The time limit specified at the beginning of the semester to make learning devices are often late reported to the principal. Moreover, its preparation is carried out in the learning process. Therefore, teachers do not focus, which in turn had an impact on the lack of quality of learning outcomes in the classroom. In addition, in terms of the discipline (on time), motivation, and ability to develop innovative learning, it shows that teacher performance is still relatively low so that it affects the quality of school graduates. These conditions require the attention of principals and school supervisors.

Principals and school supervisors in carrying out development activities have not fully improved the performance of teachers. It is the impact of the duties and functions of principal that is not maximal, especially for school supervisor in providing the motivation, guidance, and direction in the preparation and implementation of the evaluation of learning outcome conducted by the teachers at junior high school. The school principal and the school supervisor, in fact, has assigned to the teachers to make a report in accordance with a predetermined schedule. However, the teachers always ask for instructions on how to make a right lesson plan and learning outcomes evaluation. The phenomenon suggests that the principal and the school supervisor must always provide guidance to teachers either it is requested or not requested.

Developing a teacher is not only the responsibility of school supervisor, but also the responsibility of principals as leaders of learning in schools. The key tasks of the principal which are an integral part of its competence as the principal are managerial leadership and instructional leadership. It is to know the whole process of learning, and mentoring teachers, and engage in learning activities at school.

The leadership competence of school principal as part of the school head supports the improvement of performance and motivation of teachers as agents of renewal in the field of education. Performance and motivation of teachers are closely related to the professionalism of teachers.

## *Performance Theory*

The teachers' performance cannot be separated from the control of their competence. The mastery of teacher competence is a crucial part because it can determine the level of teachers' ability to carry out their duties as educator. Teacher performance is the result of work that can be demonstrated through the quality of work, punctuality, initiative, speed, and excellent communication.

Teacher performance is a presentation of the work done by teachers in carrying out his duties as a professional educator. Professional teachers will largely determine the quality of education because teachers are the people who are always in direct contact with the student in the learning process in the classroom. Realizing teachers who have high

performance is not only determined by the competence of school supervisors and principals but also the involvement of the education stakeholders is also needed.

Some opinions of experts can be put forward to clarify the assessment of teacher performance. Mangkunagara, Anwar A (2006: 67) <sup>1</sup> states that the performance is the result of the quality and quantity of work accomplished by employees in performing their duties in accordance with the responsibilities given to them.

Performance can also mean job performance or the performance of work or performance results. August W. Smith in Didin (2014: 35) <sup>2</sup> states that performance is output derives from processes, human otherwise. It means that performance is a result of a work process that humans do.

Based on the definition above that has been presented by experts, it can be concluded that the performance is a form of behavior of a person or organization with achievement orientation. A person's performance is influenced by several factors such as ability, capacity, held, incentive, environment, and validity (Atmojo: 1992: 96) <sup>3</sup>.

Performance standards need to be formulated to be used as a reference in conducting the assessment, i.e. comparing between what was achieved and what was expected. The performance standards can be used as a benchmark to hold accountable for what the employees have done. According Ivancevich (1996: 124) <sup>4</sup>, the benchmark includes results, efficiency, satisfaction, and adaptation. The result refers to the size of the organization's main outputs or outcomes. The efficiency refers to the use of resources by the organization. The satisfaction refers to the organization's success in meeting the needs of employees or members. The adaptation refers to the size of the organization in response to changes.

With regard to teacher performance standards, Piet A. Sahertian in Kusmianto (1997: 49) <sup>5</sup> reveals that teacher performance standards are related to the quality of teachers in performing their duties such as: (1) working with students individually, (2) preparing and planning learning, (3) utilizing instructional media, (4) involving students in the learning experience, and (5) performing active leadership of the teacher.

### *Theory of Professional Competence*

The Act Number 14 in 2005 <sup>6</sup> on Teachers and Lecturers Article 10 paragraph 1 explained that the competence of the teachers consists of pedagogical competence, personal competence, social competence, and professional competence. Pedagogical competence is the ability of teachers to manage the learning activities. Education Minister Regulation No. 16 in 2007 states that there are some standards of pedagogical competence of teachers The first is knowing the characteristics of students from the aspect of physical, moral, spiritual, social, cultural, emotional, and intellectual. The second is mastering learning theory and principles of learning. The third is developing curriculum related to the subjects of teaching. The fourth is organizing learning activities. The fifth is utilizing information and communication technology for the sake of learning. The sixth is facilitating the development of student potential to actualize various potentials. The seventh is communicating effectively, empathetically, and politely to the students. The eighth is organizing the assessment and evaluation of processes and learning outcomes. The ninth is utilizing the results of the assessment and evaluation for the sake of learning. The tenth is taking action to improve the quality of reflective learning.

In addition, personal competence is an abstract problem that can only be seen through the appearance, actions, words, and the way someone dresses. Everyone has a different personality. Personal competence is a personal characteristic that should be possessed by a teacher. Mulyasa (2007: 118) <sup>7</sup> reveals that personal competence for teachers is integrated with a private teacher who looks exemplary maturity, has a good attitude, and



can lead a democratic and to protect students. A teacher must have a personality that is stable, wise, authoritative, noble, and can be a role model.

Ryckman, in Hamalik, Oemar (2004: 54)<sup>8</sup>, states that five factors reflect the personality of human beings, namely urgency, agreeableness, conscientiousness, emotional stability, intellect. He also revealed that the human being personality has five personality domains called Big Five Personality consisting of extraversion, agreeableness, conscientiousness, neuroticisms, and openness to experiences.

Ramly in Mischan (2006: 87)<sup>9</sup> states that teacher is a mirror that can give an idea (self-reflection) how he or she looks himself, his or her future, and his or her profession. Therefore, several things must be performed by the teachers. Teachers need to be inclusive, to act objectively, and not to discriminate for some consideration such as gender, religion, race, physical condition, family background, and socioeconomic status. They must communicate effectively, empathetically and politely with fellow educators, staff, parents, and community. In addition, they have to adapt on the spot where they served throughout the territory of the Republic of Indonesia which has a social and cultural diversity. They also need to communicate with the community's own profession and other professions orally and in writing or other forms.

Professional competence is the mastery of learning materials that are broadly and deeply enable to guide learners to meet the standards of competence. Kanfel in Dale (2012: 237)<sup>10</sup> states that competence in the workplace is a blend of maximum performance and typical behavior of a professional teacher in his field of expertise.

Based on the above opinions and descriptions, then some of the professional competence of teachers can be categorized. The first is understanding the standards and basic competencies areas of expertise. The second can select and develop course materials. The third is mastering the material, structure, and the concept of scientific mindset that supports the areas of expertise. The fourth is mastering the method to do the development of science and critical analyses related to the field of expertise. The fifth is creative and innovative in the application fields of science related to the field of expertise. The sixth can develop curriculum and syllabus related to the field of expertise. The seventh is capable of performing a reflective action to improve the quality of learning. The eighth can communicate with the community's own profession and other professions orally and in writing. The ninth can utilize information technology and to learn to communicate and to develop herself as a teacher. Competence and performance of teachers are an integral interplay. However, teachers' competence and teachers' performance will be maximal if they are conducted with the motivation continuously and sustainably to teachers in schools. This motivation can be given by school supervisors and school principals

### Method

This research was a quantitative research by using survey approach. This approach was used because this approach is tailored to the nature and assumptions of the study in accordance with the problems that is studied. This study used a fairly large population because it involved all teachers of Junior High School in Maros regency totaling 734 people. Furthermore, the criteria of the sample size based on the Structural Equation Modeling (SEM) are between 100-200 people. Proportional random sampling technique in this study was initiated by calculating the proportion of sample members. Each Junior High School in Maros was set as a sample by proportional random sampling as much as 30% of the population. It means that the number of samples in this study were 250 respondents based on the consideration that every member of the sample at each school was drawn randomly by the proportion of 30% of each school.

### Results and Discussion

The results of the study according to table 1 show that the competence of the principal is still in the middle category in all dimensions. One of the competence dimensions that is lacking based on the view of the respondents was the ability of the principals' management in terms of either the administrative aspects or workforce aspects that need to be improved.

**Table 1.** Descriptive Statistics of Competence at Junior High School Principals in Maros Regency

The Dimension of the Competence of school Principals	The Category of Competence		$\bar{x}$	SD
	Percent	Category		
Learning and Achievement	15,00	Low	4,050	0,459
	66,00	Fair		
	20,00	High		
Instructional Leadership	17,00	High	3,978	0,474
	71,00	Fair		
	12,00	Low		
Managing learning environment	14,00	High	3,988	0,525
	76,00	Fair		
	10,00	Low		
Responsibilities of teaching and learning process and evaluation	21,00	High	4,015	0,500
	61,00	Fair		
	18,00	Low		
Personality and Social	14,00	High	4,085	0,547
	66,00	Fair		
	20,00	Low		

Thus, the dimensions the competence of school principals that is needed is their ability to build cooperation between staff, stakeholders and the public. Based on Table 2, it shows that the competence of supervisors is still in the middle category in all dimensions. It is supported by the average that is achieved as much as 3,869. In addition, the dimension that is still lacking is a personality, social and research and development of the learning aspect.

**Table 2.** Descriptive Statistics of the Competence of School Supervisors in Junior High School in Maros Regency

The Dimension of the Competence of school Supervisors	The Category of Competence		$\bar{x}$	SD
	Percent	Category		
Personality and Social	15,20	Low	3,818	0,582
	71,60	Fair		
	20,00	High		
Managerial supervision	15,60	High	3,895	0,517
	65,60	Fair		
	18,80	Low		
Academic supervision	14,00	High	3,922	0,554
	68,40	Fair		
	17,60	Low		
Evaluation of Education	13,20	High	3,866	0,570
	68,40	Fair		
	18,40	Low		
Research and Development	14,40	High	3,844	0,537
	67,20	Fair		



	16,40	Low		
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In Table 3, it is found that there are four dimensions to measure the work motivation. They are (1) Responsibilities, (2) results orientation, (3) the spirit of work, and (4) cooperative in the work. Results of analysis Re obtained by using frequency distribution table as shown the table 3 below.

**Table 3.** Descriptive statistics of teachers' work motivation in senior high school in Maros Regency

The dimensions of Teachers' work motivation	The Category of Motivation		$\bar{x}$	SD
	Percent	Category		
	17,20	Low		
Responsibility	63,60	Fair	3,847	0,457
	19,20	High		
Achievement	15,20	High		
	69,60	Fair	2,880	0,524
	15,20	Low		
	16,00	High		
Self-confidence	64,80	Fair	3,509	0,473
	19,20	Low		
	12,80	High		
Teachers' autonomy in working	70,80	Fair	3,919	0,408
	16,40	Low		

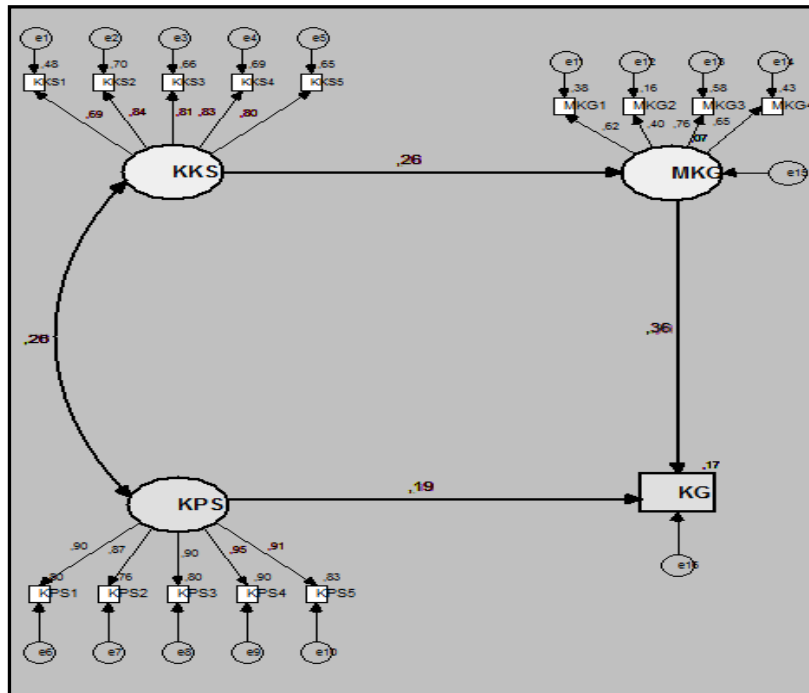
Table 4 shows that the analysis of teacher performance is measured through four dimensions. They are (1) the quality of work, (2) ability, speed and accuracy of work, (3) the initiative in work, and (4) communication and opportunities.

**Table 4.** Descriptive statistics of teachers' performance in senior high school in Maros Regency

Teachers' Performance	The Category of teachers' performance		$\bar{x}$	SD
	Percent	Category		
	13,20	Low		
Work quality	76,40	Fair	4,252	0,404
	10,40	High		
	13,20	High		
Ability, Speed, and Accuracy of Work	70,40	Fair	4,005	0,390
	16,40	Low		
	18,80	High		
	18,80	High		
The Initiative in Work	62,80	Fair	3,879	0,428
	18,40	Low		
Communication and Opportunities	19,60	High		
	64,40	Fair	3,933	0,462
	16,00	Low		

The results showed that in general the level of teachers' performance in senior high school in Maros is also still in the middle category in all dimensions. The results of quantitative research conducted by some education experts claim that to increase the output of the school, the principal characteristics of competence should need to include three groups, namely; (1) the school environment including stakeholders and the public; (2) the teacher or staff; and (3) students.

**Figure 1.** Goodness of Fit Index Model



Based on figure 1 above, several things can be inferred. First, the competence of school principals (KPS) has a significant direct influence on the level of work motivation of teachers (MKG), with a path coefficient value is 0.250, and the number of the direct effect is 0.0149. Second, the competence of school supervisors (PPP) does not provide significant and direct influence on the level of job motivation of teachers (MKG). It has been demonstrated by the rejection of the hypothesis. Moreover, the path coefficient only gets 0.010. Third, the competence of school principals (KPS) also did not provide a significant and direct effect on the improvement of the teachers' performance (KG). These results are based on a rejection of the hypothesis, and the path coefficient is 0.060. Fourth, the level of work motivation of teachers (MKG) gives a direct and significant effect on the teachers' performance (KG). The number of the direct effect is 0.355. SEM analysis results above generally indicate that the hypothesis of the study is accepted. However, the competence of the school principals does not give a direct influence on the teachers' performance, but it is determined by the work motivation of teachers.

Nonetheless, the dimension that is most influential and biggest contribution to the performance of teachers is the dimension of the competence of the school principals in managing the learning environment (KKS3). This dimension is the largest contributor to the increase in teachers' work motivation regarding the spirit of achievement (MKG2). Meanwhile, the dimensions of the competence of the school principals in terms of ability as leaders of learning (KKS2) is also the largest contributor to the dimension of work motivation level of teachers in terms of self-development as a teacher. In addition, the dimensions of the competence of the school principals in terms of personality and social attitudes also are major contributors to the work motivation of teachers in terms of the autonomy of teachers in performing their duties (MKG4).

The dimension of the competence of the school principals in terms of the ability to manage learning and achievement (KKS1) is the largest contributor to the improvement of teachers' performance in terms of communication skills and the opportunity (KG4). The dimension of the competence of the school principals in terms of their capacity as leaders of learning (KKS2) are major contributors to the teachers' performance in terms of speed and accuracy of work (KG2). The dimension of the competence of the school principals in



managing the learning environment (KKS3) is the largest contributor to the increase in the dimension of teacher performance in terms of teacher initiatives in their job (KG3). In addition, the dimensions of the competence of the school principals in terms of personality and social attitudes (KKS5) are the largest contributor to the quality of teacher performance although it is a negative and small contributor (KG1).

The dimension of the competence of school supervisors in terms of personality and social attitudes (KPS1) is a contributor to the dimensions of work motivation of teachers with regard to teacher autonomy in working (MKG4). The dimension of supervisors' ability in managerial supervision (KPS2) is also the highest contributor to the work motivation of teachers in terms of the achievements of teachers (MKG2). The dimension of supervisors' ability in academic supervision (KPS3) is the largest contributor to the self-development of a teacher (MKG2). The dimension of the competence of school supervisor in terms of the ability to manage learning and achievement (KPS4) is a dimension that can increase the motivation of teachers in terms of responsibility for the aspects of learning (MKG3).

The dimension of work motivation of teachers in terms of responsibility (MKG1) contributes to the dimensions of teacher performance in terms of communication and opportunities (KG4). The dimension of work motivation of teachers in terms of achievement (MKG2) is also the highest contributor to the performance of teachers in terms of achievements of teachers (KG2). The dimension of work motivation of teachers in terms of personal development (MKG3) is the largest contributor to the dimensions of teacher performance in terms of achievements of teachers (KG2). The dimension of work motivation of teachers in terms of the teachers' autonomy in working (MKG4) is also the major contributor to the dimensions of teacher performance in terms of initiative in work (KG3).

### Conclusion

In general, the variable of the competence of the school principals can be predicted through five indicators. The first is learning and achievement (KKS1). The second is leaders in learning (KKS2). The third is the management of the learning environment (KKS3). The fourth is the responsibility of learning and assessment (KKS4). The fifth is the personality and social (KKS5). Of the five dimensions stated above, the most dominant contribution of the dimension is the dimension of instructional leadership (KKS2) with a total effect is 84 percent. In general, the overview of the competence of the school principals, the competence of school supervisors, teachers' motivation, and teachers' performance are in the middle category. Nevertheless, there are still some aspects that need special attention such as social personality as well as research and development in terms of school supervisor. The competence of the school principals positively affects the teachers' work motivation. The principal' competence positively affects the teacher performance. The competence of the school supervisors positively affects the teachers' work motivation. The competence of the school supervisors positively affects the teachers' performance in Junior High Schools in Maros.

### Disclosure statement

No potential conflict of interest was reported by the authors.

### Notes on contributors

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