

The Effect of Managerial Competence, and Work Motivation on The Principals Performance in the State Elementary School of Medan

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Abstract—This research aims to determine and examine the effect of managerial competence on principals performance and the effect of working motivation on principals performance, and find a model for developing principals performance. This research is using correlation research with an approach of ex-post facto research and held out in the state elementary schools of Medan. The populations of this research are all the school principals in the State Elementary School of Medan, consist of 383 principals. The samples of this research are 200 principal chosen with proportional random sampling technique. The final results of the research conclude that : the performance of state elementary school principals in Medan could be improved by increasing managerial competence, and work motivation.

Keywords - Managerial Competence, Work Motivation, The Principal's Performance.

I. INTRODUCTION

The Objective of Providing basic education based on the National Education Act of 2003 is laying the foundation of intelligence, knowledge, personality, character, and skills to live independently and can be following up for further education. Then, it can be also explained that the basic education is education that underlies secondary or middle education. Basic Education which is the basic form is in the Elementary School (SD). In this form of education, there will be the foundation of human development. Therefore, the Government itself nowadays concerned the management of Elementary School (SD). Based on data from Medan state education department office on April 2018, the number of state elementary schools consists of 383 schools in Medan. Among 383 state elementary schools in Medan, only 47 schools got (A) accreditation. Referring to the opinion of Sani, Pramuniati, and Mucktiany,¹ One of indicator in the school

that has a good quality of education is the accredited school, so the percentage of state elementary school which has a good quality ranges from 12.27%, it means that the performance of principals in the state elementary school in Medan still low relatively.

The role of principals performance in improving the quality of education at the school became one of the important factors². The principals' performance can be demonstrated by how principals perform their duties and functions to achieve maximum results. This is consistent with what was Wibowo³ said, Where the performance is about doing the work and results of the work, because of the performance-related with what is done and how to do it. Furthermore, Colquitt, Lepine, and Wesson² insist that the performance is a series either of work behavior that contributes, positively or negatively to achieve the objectives of organization. Other opinions such as Gibson, Ivancevich, Donnelly, and Konopaske⁴ stated that performance is a result of work related to organizational objectives such as quality, efficiency and other criteria of effectiveness. Research conducted in Supardi Sedarmayanti⁵, States affected by the performance of principals: (1) the mental attitude (work motivation, work discipline, work ethic), (2) education, (3) skills, (4) management of education, (5) the level of income, (6) salaries and health, (7) social security, (8) the working climate, (9) infrastructure, (10) technology, (11) the opportunity to achieve. The result of this research explains that motivation into one of the variables that affect performance.

In 2015, in order to mapping the competencies of the principal, the Ministry of Education and Culture held a competency test Principal 166.333, followed by the principals based on the type, level and duration of action varies. The average score of competence Principal is 56.37 . There are three (3) dimensions measured competence principals are: (1) 58.55 worth of managerial competence, (2) the supervisory competence dimension of learning is worth 51.81, (3) the

dimensions of entrepreneurial competence are worth 58.75.1⁶. The data shows that the principal requires more serious attention in the enhancement of competence for each dimension of competence. Dimensions of this competence are the ability shown principals in carrying out its duties and functions. Competence is one of the components that contribute to the performance of the principal⁷. Based on Competency Test results Principal (UKKS) in 2015, managerial competence has a value that has not yet reached the required minimum standards score. Therefore, these competences need to be improved, because it affects the performance of the principal. Various efforts have been made by the Government in an effort to improve the managerial competence principals of which form the Working Group Principal, the program of strengthening the principal, the Program Profession Sustainable for the principal, and training programs Strengthening Quality Management Leadership principal of elementary school. Thus, an effort made by the government was expected to improve the managerial competence of the principal so that the performance of the principal can be better.

In addition, beside of motivation and managerial competence of the principal, the self-efficacy also affect the performance of the principal, Self-efficacy is the belief in the individual success will be its ability to accomplish specific tasks.⁸ When the principal was convinced by the competence or capabilities it has, it will be able to perform their duties and functions in accordance with the level of performance expected, because there is a belief that encourages principals to do and achieve something despite the many challenges faced.⁹ Bandura in Aisha explains that self-efficacy influences work motivation, stated that higher self-efficacy become the lower of the stress level, otherwise, the higher self-efficacy, the more solid of the determination to complete the task properly so that it will exhibit high performance¹⁰. Therefore, self-efficacy affects work stress and work motivation.

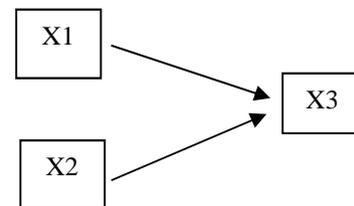
The description on above, describes the various factors that affect the performance of the principal, both of which are found from the results of research and theoretical explanations. In addition, also found the gap between the performances of principals who are expected to head performance owned by the elementary school in Medan at this time. If this problem is not seriously concern and addressed, will affect the quality of elementary school graduates and a decrease in the quality of education in Medan. Therefore, in order to develop a theoretical model and solve problems with the performance of the principal, it is necessary to do research on the effects of managerial competence (X1), and motivation (X2) on the performance of the principal (X3) in Medan.

II. RESEARCH METHODOLOGY

This research is quantitative descriptive, and analyze the influence of several variables on other variables by using path analysis (path analysis). These research populations are 383 principals in state elementary school of Medan, and samples

taken proportional random sampling amount 200 principals. Data Collection Techniques with non test technique in the form of closed questionnaire, multiple-choices objective tests, item analysis includes an analysis of the level of difficulty, different power (high group and low group), distractor, options validity, and validity of the test. Analysis of the data used in this research includes descriptive analysis, test requirements analysis, and hypothesis testing.

Research Design Model



III. RESEARCH AND DISCUSSION

A. Description of Variable Research

Conceptual definition of performance is the result of one's work in carrying out its duties and functions to achieve organizational goals. Definition of operational performance elementary school principal is the result of work achieved a elem school principal in performing basic tasks and functions, and responsibilities as leaders to develop schools that captured via closed questionnaire filled in by the elementary school principal with the following indicators: (1) the quantity work result, (2) The quality of the work, (3) timeliness in performing the task, (4) efficient use of school resources.

Conceptual definition of managerial competence is the ability to manage resources through planning, organizing, directing, and monitoring to achieve organizational goals effectively and efficiently, Operational definition of managerial competence in this study is a set of knowledge, skills and attitude of the principal manage the school as a whole expressed by charging instrument in the form of multiple choice objective test by principals through indicators: (1) The competence planning and development of the school, (2) the competence to manage the learning program or curriculum, (3) the competence to manage student, (4) the competence to manage facilities and infrastructure, (5) the competence to manage school personnel (Teachers and Education Personnel), (6) the competence to manage school finances, (7) the competence to manage the relationship of the school with the community, (8) the competence to manage school administration, (9) the competence to manage the information system of the school, (10) the competence to monitor and evaluate school programs, (11) the competence manage special services school,

Conceptual definition of work motivation is the desire or impulse within the individual to carry out the work as well as possible in order to achieve organizational goals. Operational definition of motivation to work in this research is desire or urge within the principal to carry out the duties

which have been assigned in order to achieve school goals expressed through a closed questionnaire filled by the principal through indicators (1) The desire for a job well done, (2) The desire to overcome the problems arising in the work, (3) Always strive to be superior than others, (4) Working with the expectation to get incentives, (5) Trying to be recognized.

B. Research Hypothesis

Based on literature review and conceptual framework that has been filed, the research hypothesis is formulated as follows:

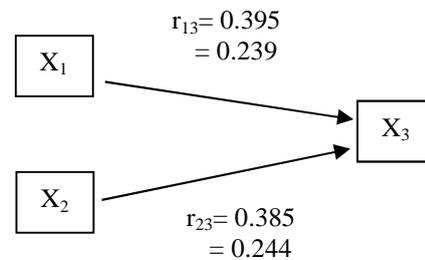
1. Managerial competence positive has direct influence on the performance of principals
2. Work motivation has directly positive on the performance of principals.

C. Discussion of Results

The results showed that managerial competence has a direct positive effect in the principal of the state elementary school; it means if the managerial competence of the Principal of the state elementary school getting stronger, then the performance of principal of state elementary school will also be stronger. This is achieved by testing the hypothesis with a path coefficient $\beta_2 = 0.157$ and $t = 2.475$ with a significance level of 0.014 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit variable managerial competence will increase by 0.157 units of performance variables assuming other variables held constant. So, based on the calculations, the result is total direct and indirect influence Managerial Competence of the performance of the principal Elementary School amount at 0.157. The dominant managerial competence that gives change to performance is managing the school management system, while the lowest is managing the educators and education staff. If the principal is stable in terms of managing educators and education staff, and managing the school information system, the work obtained will be of good quality. One example, the division of teaching assignments between teachers is not focused on just one person, but strived to divide teaching hours in accordance with the competencies, qualifications and experience of educators, as well as the needs of children from grade one to grade six elementary school. Teachers who are less able to be guided through teacher working groups under the supervision of the principal, so they can carry out their duties properly. Likewise, educational staff such as school administration managers, school libraries, school operators, school cleaners. All of this must be under the supervision of the principal. Educational staff who need competency improvement are considered, so that opportunities are given to increase their competence.

Work Motivation has direct positive effect on the performance of the principal Elementary School; it means if the Work motivation of the principal is higher, then the performance of principal of Elementary School will also be getting stronger. This is achieved by testing the hypothesis with a large coefficient of channels, namely: $\beta_3 = 0.244$ and $t = 3.792$ with a significance level of 0.000 (the hypothesis is accepted if the level of significance $t_{count} < 0.050$). The value of this coefficient implies an increase of 1 unit of work motivation

will increase by 0,244 units performance variables assuming other variables held constant. Work motivation variable influence on the performance of larger than other exogenous variables (managerial competence). So, based on the calculation of the effect of proportional known that the direct influence on the performance of the Head of Work Motivation of 0,244 primary schools. Increase work motivation through the desire to complete tasks well, the desire to overcome problems that arise in the work, always trying to be superior to others, working with the hope of obtaining incentives, and trying to be recognized for his work.



Causal relationships Empirical Pictures X_1 , X_2 , and X_3
Description X_1 = Managerial Competence; X_2 = Work Motivation; X_3 = Performance Principal

IV. CONCLUSION

Based on data obtained from the field can be found a number of facts, and the fact-based data analysis, and discussion of research results so, it can be concluded as follows:

1. Performance model adaptive principals implemented in elementary schools in Medan, built on associative causal relationship between managerial competence exogenous variables, and work motivation with endogenous variables Performance Principal. Model Principal Findings of this research explained that the increase in performance can be done through the school principal in two ways: by improvement of managerial competence, and increased work motivation that would directly lead to get better performance.
2. Managerial competence has positive direct effect on the performance of principal of state elementary schools in Medan with the path coefficient value of 0.157. Dimensions of managerial competence gave greatest effect in this study on indicator to manage school information system. It Means, better the competence to manage school information system with managerial competence, the higher the performance of principal of state elementary schools in the Medan.
3. Work motivation has positive direct effect on the performance of principal of state elementary schools in Medan with the path coefficient value of 0.284. Work motivation can be realized through the

indicator desire for a work well done; a desire to overcome the problems that arise in the work, and always strive to be superior to others, working with the expectation would like get the incentives, and strive to be recognized on his working. Indicators of work motivation greatest effect in this study on indicator the desire to overcome the problems that arise in the work. In other words, better the desire to solve problems arising in the work, the higher the performance of principal of state elementary schools in Medan.

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