

Managerial Competence of Junior High School Head Masters

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Abstract: Many education observers pointed out that the cause of the poor quality of school outputs are caused by the head masters. Such accusations are actually quite reasonable, considering the phenomena that occur in the field. The results of a survey conducted by the Department of National Education Deli Serdang Sub-district mentions that the education rank of Percut Sei Tuan is at 19 of the 22 sub-districts which surveyed the managerial capabilities, weak supervision system, the lack of well being, especially for the private school head masters, and many other issues. This research reveals that the contribution of self-actualization and managerial altogether (X_3) toward the performance of Junior High School Head Masters performance in Percut Sei Tuan Sub-district (Y) is high. It indicates that level of significant is 92.9%.

1. Background of Problem

The release of law No. 20 of 2003 on the national education system means the basic guidelines, goal, path, type, level of education and others as well as their implementation are clear and explicit. Meanwhile in the kind of education is mentioned the existence of a general education, vocational education, special education, official education, religious education and professional education. By reviewing the existence of these different types of education, then high opportunities to fill the curriculum payload are available so that the graduates can achieve in accordance with their objective.

Schools as an educational institution, its existence cannot be ignored. School is a place of education implementation in an intellectual field carries a big responsibility in efforts to achieve educational goals. However the fact shows that until now the problems faced by the school is very complex, among the problems are the lack of institutional management, the lack of resources quality, low performance, the quality of graduates who are less qualified and tons of other problems.

Head master as one of the significant components in educational institution explicitly claimed to

have an attitude of the professionalism in dealing with all the education problems. Professionalism itself has a broad meaning, both expert against the duties charged to him, as a moral responsibility, intellectual responsibility, and even has a sense of counterpart for each other. By reviewing this reality, researcher is interested in conducting a research by adapting the title "Contributions of Self-Actualization and Managerial Competence on Junior High School Head Masters Performance of in Percut Sei Tuan"

2. Formulation of Problem

Based on the limitation of the study variable, then the formulation of this research are as follows:

2.1. How extend does the self-actualization give contribution on Junior High School Head Masters performance in Percut Sei Tuan Sub-district?

2.2. How extend does the managerial competence give contribution on Junior High School Head Masters performance in Percut Sei Tuan Sub-district?

2.3. How extend do the self-actualization and managerial competence altogether give

contribution on Junior High School Head Masters performance in Percut Sei Tuan Sub-district?

3. Managerial Performance of Head Master

Managerial performance etymologically comes from English, i.e. "performance". A person's performance related to the level of his success in carrying out the duty in order to achieve the organization goal. According to Robbins (1994:199) performance is a measure of the results done by using altogether approved criteria. The criteria used greatly depends on factors related to job, for example, performance criteria for company leadership is different with education institution leadership, although both either manager or leadership of an organization.

To be able to fulfill the most important element is a head master as the leading element in the development and improvement of the organization performance. Therefore, according to Pidarta (1995:9-10) nowadays the role of the head master is not limited only as a leader but also more than that as well as manager, administrator, coordinator and climate creator. (1) *Head Master as a manager* has a role carrying out education management at the school, while the success pursued is the human development through the granting of educational services. (2) *Head Master as an instructional leader and supervisor*, events leading to the teaching at school are especially addressed to teachers, because they are directly involved with the process of the educational service and teaching. As a supervisor, a head master fosters or gives guidance to teachers to work correctly in educating and teaching their students including personal coaching, profession and association with fellow teachers as well as other personnel related to the education organization at school. (3) *Head Master as a creator of the conducive work and learning climate and environment*: climate and learning environment have a considerable influence toward the student's learning, because the conducive

climate and environment give a comfortable and free feeling. This allows their work and learning achievement. (4) *Head Master as an administrator*: the process of educational services organization at school cannot be released from school administration. In this case the administration is the process of cooperation between school personnel to the effort the mission of Islam school. (5) *Head master as a cooperation coordinator of Islam school with community*: school is a part of the community.

Furthermore Timpe (1992:22) explained that there are seven assumptions that inhibit performance improvement. These assumptions are:

The first assumption: The most significant productivity improvements come from acts directed to the people who do the work.

The second assumption: Training, reorganization, goal setting, and positive encouragement are the effective improvement interventions.

The third assumption: people understand what is expected of them in the workplace.

The fourth assumption: The organizational reward system supports high-quality, productive performance.

The fifth assumption: Annual performance appraisal provides feedback required by employees to improve or maintain performance.

The sixth assumption: No need to pay attention to the organization parts that met or exceeded their goals.

The seventh assumption: The key element in performance improvement is the elusive and untouched motivation.

According to Herre and Lamb (1996:270) innate tendencies are as self-actualization toward self-fulfillment and the autonomy achievement from outside forces. Meanwhile Maslow in Hasset (1984:220) mentions that the person firstly performing an in-depth study of those actualizing himself, sum up their owned characteristics in

general, as quoted by Hassett includes: acceptance (of selfness, others and nature), spontaneity, the concentration at issue, the need for aloneness, a sense of community, interpersonal relationships, the structure of a democratic character, durability against cultural influences, the difference between good and bad.

3. Data Analysis

3.1. Data Description

The data described in this study includes data about the three main variables namely self-actualization variables (X_1), managerial competence (X_2), and Junior High School Head Master performance (Y). The description of the above two variable data obtained through the output of media computer program, Statistical Package for the Social Sciences (SPSS) version 10.

3.2. Self-actualization Variables (X_1)

Self-actualization Variables (X_1), the number of valid data processed is 31 while the missing data is 0, means that no data is lost, all the data have been processed. The mean or average of self-actualization variable (X_1) is 93.4194 with the standard error of the mean is 0.4515. The use of the error of mean to approximate the large average population estimated from the sample. The median or midpoint of (X_1), if all data sorted and divided into two are equally large. The median figure 93.000 shows that 50% of self-actualization (X_1) is 93.0000 up and 50% of it is 93.0000 down.

Standard Deviation (X_1) is 2.5136 and a variance that is a multiple of the standard deviation is 6.3183. The use of standard deviation to disperse assess is the average of the sample. Data minimum is 89.00 while the data maximum is 98.00 which is the lowest and highest distribution of the data of self-actualization boost variable (X_1). While the range is the maximum

data minus the minimum data, or in this case is $98,00 - 89,00 = 9,00$.

4. Conclusion

After outlining the above research results will then be presented a summary of the results of this study that the three hypotheses put forward in this study empirically acceptable, the results are as follows:

The contribution of managerial competence (X_1) toward the performance of Junior High School Head Masters in Percut Sei Tuan Sub-district (Y) goes high with a highly contribution to 91,8%. The contribution of self-actualization variable (X_2) toward the performance of Junior High School Head Masters in Percut Sei Tuan Sub-district (Y) goes high with a highly contribution 89.8%.

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