

Effect of competence and work satisfaction toward the performance of School supervisors

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Abstract—This research aimed to analyze the effect the of personal factors to the work performance. The population of the study was all school supervisor in South Sulawesi as many as 620, and the sample was selected by random sampling as many as 109 people of respondents. Data were collected using a questionnaire used and analyzed using Statistical analysis. The study summarized that the competence was directly effect on the performance. Furthermore, the competence has significant indirect effect on performance through job satisfaction variable. The correlation value of indirect effect more than the direct effect or the best way to increase the supervisor performance was increasing the job satisfaction and the competence.

IndexTerms—Supervisors, competence, job satisfaction, performance.

I. INTRODUCTION

Education is a part of human resource development. The government is obliged to provide continuous education services with integrated management. Thus, the qualification of education services must fulfill the three aspects, namely aspects of goals, aspects, and component. The purpose of education in Indonesia is revealed in Regulation Number 23 of 2014 states that national education can develop the ability and potential of learners to become individual believers, noble, healthy, independent, and become citizens of a democratic and responsible.

Schools as a unit of the education system in Indonesia should undertake activities by appropriate curriculum and regulatory standards. The attainment of educational goals at the senior secondary level involves the supervisor responsible for micro and managerial oversight activities. The effort to achieve quality education was the effective human resource management and material utilization. Supervision of educational administration is essential in to develop the resource function to the educational system.

School supervision is a process of monitoring the implementation of teaching to encourage efficient resource utilization and refinement of teaching within the school framework.[1][2].

The Indonesian Ministry of Education regulates the principal tasks of school supervisors in two forms: the managerial and academic process aspects. School supervisors are responsible for developing the professionalism of teachers and evaluating the educational process at school. The principal task of the school supervisor consists of five parts: Inspecting, advising, monitoring, coordinating and reporting that includes managerial supervision and academic supervisor. (table 1).

Table 1. The supervisor performance standard

Performance	Academic	Managerial
Inspecting	Implementation of Curriculum	School Administration
	extracurricular	Headmaster performance
	learning implementation	Academic Staff Performance
Advising	advice the teacher to increase the professional competence	advice the headmaster in professional management and innovation development
Monitoring	learning implementation from the planning to evaluation	school administration
Coordinating	learning innovation	Quality control
	develop the teacher's professionalism	school accreditation
Reporting	teacher performance	Headmaster performance
	academic implemetation	administration staff performance
		standard quality

As a professional human resource, the performance of school supervisors can be attributed to competence and job satisfaction. In carrying out its duties, supervisors must have communication skills and leadership style to influence teachers and principals in developing the education system. Various studies reveal that competence and job satisfaction are positively associated with their work.[3], [4].

This study aims to analyze and explain the effect of competence on job satisfaction and the influence of competence on the performance of school supervisor which are characterized by the work optimization, excitement, and seriousness in carrying out their duties and responsibilities as a school supervisor. Based on theory, research, factual data and the phenomenon, it becomes the central issue of this study that the functions and duties of a school supervisor have not been optimized. Thus, it needs to be sifted through regarding with the factors that influenced the job satisfaction and the performance of the schoolsupervisor.

II. RESEARCH METHOD

This research is exploratory. Review from the aspects of the data is the ex-post facto research, that is systematic empirical finding. The population of thestudy was all school supervisor in South Sulawesi as many as 620, and the sample was selected by random sampling as many as 109 people of respondents.

In this study, used the questionnaires to collect the data. Respondent answers are qualitative were scored using a Likert scale as follows: scores 1 to 5 means that 1 = strongly disagree, two = less agree, 3 = undecided, 4 = agree, and 5 = strongly agree. Table 2 illustrates the description of variables and indicators as the focus of the study.

Table 2. Variable and indicators

Variable	Indicators
Competence	Communication
	Leadership
	Time management
Job Satisfaction	Working Morality
	Working Comfort
	Achievement Orientation
Performance	Inspecting
	Advising
	Monitoring
	Coordinating
	Reporting

The descriptive statistical analysis is used to describe the effect of competence on job satisfaction and performance. Calculations in the descriptive statistical analysis performed with the aid of a computer using an AMOS 5.0 and SPSS version 21.

III. RESULTS AND DISCUSSION

Characteristic of respondent were described in four aspects (fig 1).

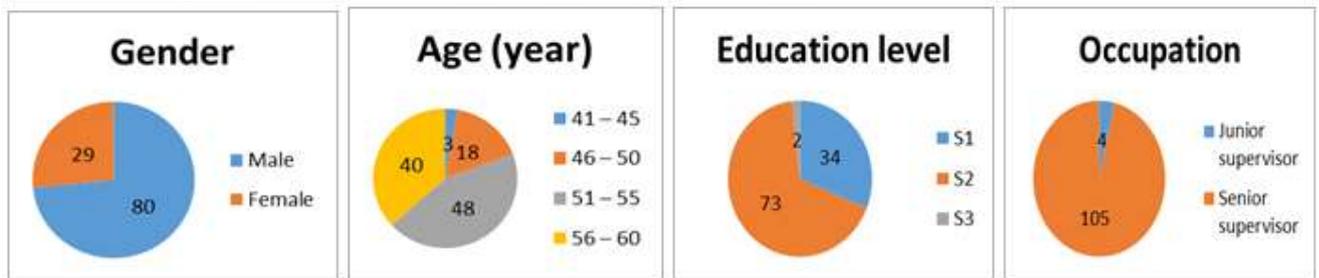


Figure 1. The respondent’s characteristic

Fig. 1 shows that most respondents are male. The age of respondents is more than 50 years with the level of master education. Respondents have worked as supervisors for more than 20 years so that they are categorized as senior supervisors. The potential level of education and work experience to support the competence in carrying out its work activities.

The effect of Competence on job satisfaction

Competence has a positive and significant impact on job satisfaction at $P = 0.005 > 0.05$ with a coefficient 0578. It indicates that if the better of competence then the job satisfaction will be increased. Competency has a significant role to supervision process that is conducted at the school. It means that the higher of a school supervisor, it is a significant increase in the job satisfaction of school supervisor. Assessing a school supervisor competence is inseparable from the personality competency, academic supervision, evaluation of education, research, and development.

These indicators are the point of determination to the success or failure of a school supervisor in enhancing the competence that influences for job satisfaction. Competence personality of a school supervisor underlies the whole other competencies. The competence regarding with communication, leadership and the time management. Without a support of the qualified personal then schools supervisor will not be able to fulfill their duties optimally, especially in developing of headmasters and teachers. Supervisors should have an attractive personality, easily communicate, open minded, and positive thinking. Also, they are expected to identify, develop and empower others (Regulation of national education ministry Indonesia, Number 12, 2007).

The academic supervision competence for school supervisor is a school control function regard to the implementation of coaching, monitoring, assessment, and professional training of teachers on the ability and duty aspects. The competency of education evaluation for a school supervisor is the ability in activities to collect, process, interpret, infer data and information to determine the level of educational success (Regulation of national education ministry Indonesia, Number 12, 2007).

The effect of job satisfaction on the performance

Job satisfaction was indicated by working morality, working comfort, achievement orientation. The result of the analysis showed that the supervisors have an excellent satisfaction or many of them feel comfortable in performing their duties. Correlation analysis resulted that job satisfaction has a positive and significant impact on job satisfaction at $P = 0.005 > 0.05$ with a coefficient 0.503. It indicates that if the better of competence then the job satisfaction will be increased. Competency has a significant role to supervision process that is conducted at the school. It means that the higher of a school supervisor, it is a significant increase in the job satisfaction of school supervisor. Assessing a school supervisor competence is inseparable from the personality competency, academic supervision, evaluation of education, research, and development.

The effect of competence on the performance

Supervisor performance was mostly in a medium category, or many of them did not sufficient of performance standard. The effect of competence on the performance is a positive or significant impact at $P = 0.005 > 0.05$ with a coefficient 0.324. It indicates that the higher competence of supervisors will result in the better performance.



Figure 2. The Comparison of Indirect and Direct Effect

The indirect of competence on performance have correlation value 0,337. Furthermore, the direct effect was 0,324 correlation value. The comparison of two analysis resulted that the indirect effect has a better path to increase the supervisor's performance. The ministry of education should consider the competence of job satisfaction of school supervisor. (fig 2). Evaluation of school supervisor's performance is a systematic and responsibility for the Ministry of Education and Culture. Evaluation is a benchmark of quality supervisors and become a reference for the development of his career. Accordingly, the school supervisor's performance assessment uses a benchmark based on its indicators. This assessment can be a motivation for supervisors in improving their productivity.

IV. CONCLUSION

The study summarized that the competence was directly affected the performance. Furthermore, the competence has significant indirect effect on performance through job satisfaction variable. The correlation value of indirect effect more than the direct effect or the best way to increase the supervisor performance was increasing the job satisfaction and the competence.

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