

THE RELATIONSHIP BETWEEN KNOWLEDGE OF SUPERVISION, COMPETITIVE MOTIVATION, AND MANAGERIAL INSIGHTS WITH THE EFFECTIVENESS OF BASIC SCHOOL HEAD

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ABSTRACT

This study tries to find the relationship between supervisory knowledge, competitive motivation, and Principal's managerial insights with School effectiveness. The sample of this study was set as many as 60 principals with multi stage random sampling technique sampling. This research method is a survey with a correlational approach. From this study it can be concluded that there is a positive relationship together between supervision knowledge, motivation to compete, and the managerial insight of the Principal and the effectiveness of the school. Where, the effectiveness of the school can be improved by increasing knowledge, supervision, competitive motivation, and managerial in-sight, both the headmaster individually as well as all school components together.

Keywords: Principal, school effectiveness, supervisory knowledge, competitive motivation, managerial insight, school-based management.

INTRODUCTION

Through Law Number 20 Year 2003 concerning that the National Education System, the government developed the School Based Management (SBM) program as a process of managing resources in schools by giving more autonomy to schools. SBM has the potential to involve all components in schools and more intensive community participation and more open distribution of education. Efficiency in the management of education in schools as well as management that is based on the school level which in turn is expected to improve the quality of school data. In implementing SBM, the role of the principal is very strategic through the management of all school programs through regulation, design, coaching, and controlling the implementation of education and becomes a benchmark on school effectiveness.

According to Lunenburk (2000: 124-130) identified that there are several benchmarks for school effectiveness, namely, strong headmaster leadership, a climate of regular relations between school members, monitoring of student progress, high expectations for all students, and focus on teaching must be given to students. Sergiovanni said that giving the formulation of school effectiveness into three levels, such as effective schools, excellent schools, and successful schools. Where, describing an effective school can be measured from the level of achievement of student learning outcomes for areas of basic skills that are good enough and high for basic education levels. The quality of learning outcomes is evidenced by the results of the test results of learning with the correct test procedures and tests that have been tested for validation and reliability.

According to Umaedi (2004) said that there are several factors that helped shape effective schools, namely the strategic environment, expectations, school climate, and the role of government. There is government support in relation to standardization, provision of facilities, and financial support of parents of students.

In this case, there is the effectiveness of the school is the principal's assessment of the utilization of all potential input and organizational tools to achieve the school's goals as indicated by the indicators of the school's goal setting, division of tasks, cooperation, utilization of work facilities, authorization, and supervision.

Research conducted by Wayan Koesler (1999) explained that in state junior high schools (SLTP) in Jakarta there is a significant relationship between teacher satisfactions in working with teaching outcomes. Teacher satisfaction in the form of teacher freedom in carrying out activities such as freedom to work time, socializing, speaking, and opportunities to take advantage of abilities. Koesler's research founded that significant results between parents' participation and teaching results. The conclusion is the role of the principal is very necessary in an effort to manage inputs and tools that are good for achieving effective schooling. However, at present the Sudanese schools that have implemented SBM have not or have not evaluated the extent to which SBM has a role in creating effective schools.

THEORITICAL FRAMEWORK

Sergiovanni argued that school effectiveness is the degree of a school organization's facts and concepts related to certain actions in determining the vision, mission, and goals in choosing models and procedures to achieve goals. Where, there is anticipation with preventive and corrective action if deviations occur. By having knowledge of supervision, the principal can take action to find out the results of the implementation of work in realizing the effectiveness of the school through the formulation of school goals, the implementation of educational leadership, teacher and staff expectations, collaboration between schools, parents, teachers, and surrounding communities, creating a conducive and positive climate, student progress that emphasizes student success in achieving essential activity abilities, and high commitment of human resources in schools to educational programs.

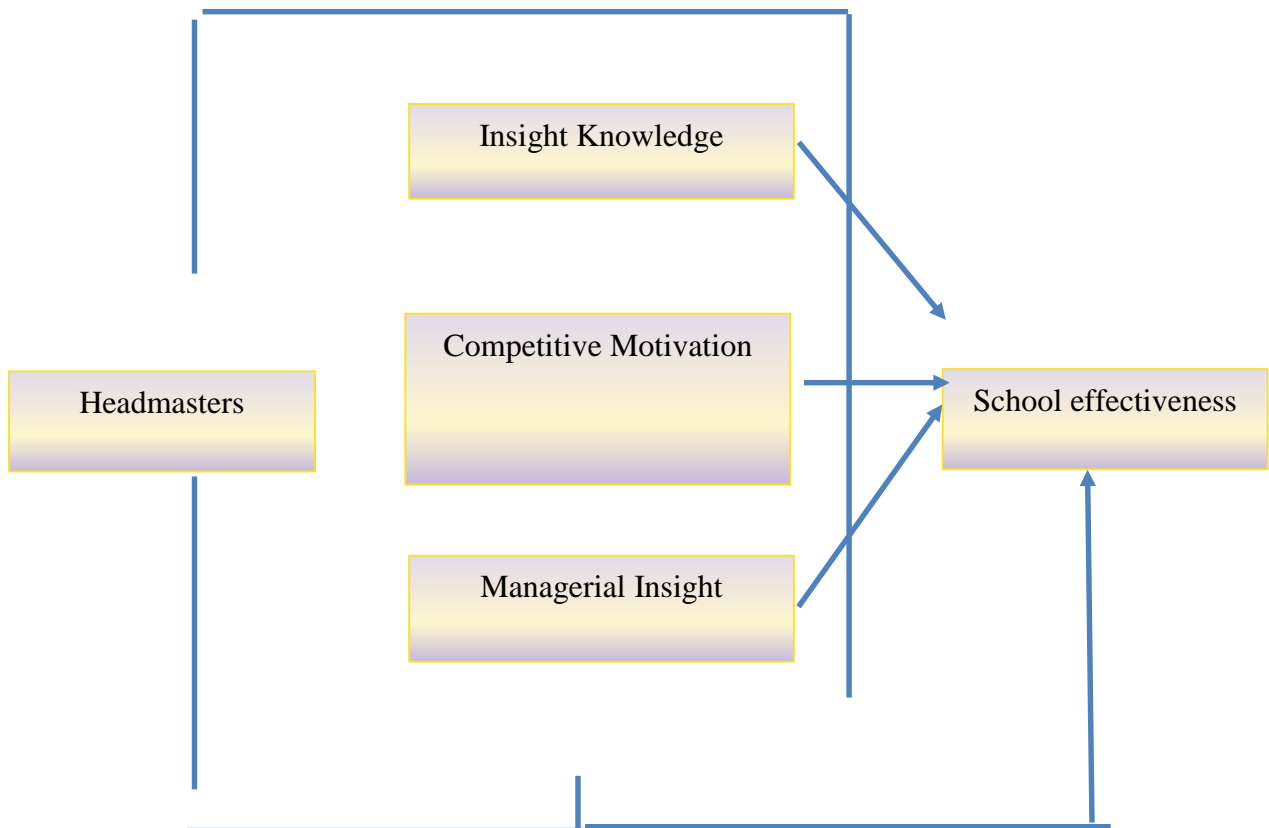
Competitive Motivation

Motivation to compete is the encouragement or hard work of a school principal to improve performance so that he can succeed in carrying out the work compared to others. Where, they have to work hard, not easily satisfied, to be famous, to bear responsibility and risk, to anticipate thinking, to be better than others, to get batik bait to be taken into consideration in efforts to improve actions and behavior. With the competitive motivation possessed by school principals, they will always learn and reflect on themselves and the school principal in realizing and increasing school effectiveness.

Managerial Insights

Managerial insight is a review, a view of the high level of knowledge, skills and capacity that a principal must have in managing a school. With this insight, school principals can have views and understandings of carrying out management functions through views and understanding of organizational complexity, technical views, such as views and understandings that are related dynamically to the methods, techniques, and tools needed to carry out certain tasks obtained from educational and training experiences, and understanding Principals in collaboration with others and the motivation of teachers and other school staff, with the aim that enthusiasm for work.

Hersey and Blanchard quoted by Wahjosumijo considered that as a principal must have a basic managerial insight which includes conceptual insight, namely a view of the ability to think about how to improve organizational effectiveness through the creation of creative and innovative ideas, technical insights which include how to carry out daily tasks days, both educational and administrative technical, and human insight regarding the ability to cooperate with others, provide motivation to others and effective implementation about leadership.



METHODOLOGY

This study aims to determine an extent of the relationship between knowledge, supervision, motivation to compete, and managerial insights, which are owned or mastered by the principal in realizing an effective school. This research was conducted at the Elementary School of West Java Province for five months including instrument testing. The study population was all school principals in public elementary schools in West Java. Whereas, affordable population about framework of the research sample is 2000 school principals in Bandung Regency both public and private schools. From a number of samples, there were 30

school principals who were used as respondents as a trial of research instruments. The sample was set as many as 60 school principals with a multistage random sampling technique.

The research method is a survey method with a correlational approach. The dependent variable in this study is surveillance knowledge, competitive motivation, and managerial insight. Meanwhile, the independent variable is school effectiveness.

In this case, there are some weaknesses in this research method, which is by self-evaluation, so that filling in the questionnaire by respondents is less objective; Variables are cause low school effectiveness are limited to variables of supervisory knowledge, competitive motivation, and managerial insight; there is no control over the variables other than the above variables so that the possibility of other variables such as work culture and teamwork is slightly ignored; Data collection in the form of a questionnaire can doubt the data obtained.

CONCLUSION

There is a positive relationship between supervisory knowledge of the school principal and the effectiveness of the school, meaning that the higher a supervisory knowledge of the principal, the more effective the school he leads. There is a positive relationship between the motivation of competing principals with the effectiveness of schools, meaning that the higher motivation of competing principals, more effective a school they lead. There is a positive relationship between the managerial insight of the principal and the effectiveness of the school, meaning that the higher the managerial insight of the principal, the more effective the school he leads. There is a joint positive relationship between supervisory knowledge, competitive motivation, and the principal's managerial insight with the effectiveness of the school. The effectiveness of data schools is enhanced by increasing supervisory knowledge, competitive motivation, and managerial insight, both individual principals and school components together.

RECOMMENDATION

Further research needs to coaching and self-introduction through personal empowerment, so as to find identity and potential to be able to compete and data better than other schools. This pattern is pending to create healthy competition between school principals to be the best and the data increases the effectiveness of each school. Principals in implementing leadership and managerial must be able to carry out activities in determining targets, choosing methods, and procedures in achieving targets, as well as preparing anticipation and correction in case of irregularities. Then, it is necessary to do a more comprehensive study of school effectiveness by examining other factors related to school effectiveness. These factors are intimacy with the local education office, relations with parents, school climate, communication skills of school principals, implementation of school-based management, and community and business participation. In increasing the supervision knowledge of school principals, a number of ways are used, namely the classical and structural approaches that utilize official channels, bureaucracy, and legislation or the power approach using formal or informal channels, and using the human relations approach. In addition, there is an increase in competitive motivation in which data is carried out by setting the physical environment, setting the work atmosphere, applying discipline, encouraging from the environment, giving awards and developing learning centers.

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