

Investigating Initial Competencies of Primary School Teachers In the Principal Preparation Program

Ratna Juwita

Doctoral Program in Department of Education Faculty of Teacher Training and Education, Sebelas Maret University Surakarta, Central Java, Indonesia
Email: ratnajuwita@student.uns.ac.id

Siswandari, Sutarno, Wiranto

Doctoral Program in Department of Education Faculty of Teacher Training and Education, Sebelas Maret University Surakarta, Central Java, Indonesia
Email: siswandari@staff.uns.ac.id

Abstract—This descriptive study aims to investigate primary teachers competencies before joining principal preparation program (PPP). Every teacher nominated as school principal has to join the PPP to prepare them selves in personal, managerial, supervision, entrepreneurial, and social roles. Those five competencies are required to be possessed by school principal in Indonesia. A sample size of 432 teachers in East Java, Central Java, Daerah Istimewa Yogyakarta, And West Java, was simply selected randomly by proportional sampling. Data were collected through questionnaires and interviews. Descriptive statistics were employed to analyze the data. The analysis results show that, personal competence of primary teacher is in good category (3.36), managerial in fair category (2.57), entrepreneurial in fair category (2.60), supervision in fair category (2.58), and social in fair category (2.90). The implication of developing the two lowest competencies are managerial and supervision are discussed.

Keywords—*primary school teacher, principal competencies, principal preparation program.*

I. INTRODUCTION

Peraturan Menteri Pendidikan Nasional/Permendiknas (Regulation of the Minister of National Education) Number 13 Year 2007, regarding The Standard of School Principal, decreed that there are five dimensions of competence that must be possessed by school principal. The five dimensions of school principal competence are of personality, managerial, entrepreneurial, supervision and social competences. Every teacher nominated as school principal has to join a program namely Principal Preparation Program (PPP) in order to give theoretical and empirical experiences these competencies.

On behalf of the Ministry of Education and Culture, Lembaga Pengembangan dan Pemberdayaan Kepala Sekolah (LPPKS) held the PPP for all Indonesian principal candidates. The PPP consists of administrative and substantive selection and training (LPPKS, 2017).

Most of principal training programs in the United State of America based on the Interstate School Leaders Licensure Consortium (ISLLC) standarts. The requirements of being a school principal are; have master's degree in educational administration, have

teaching experience of 1-3 years, and have administration certification [4]. This year, Indonesia decreed new policy in administrative requirement. The requirements are have graduate degree, have teaching experience of 5 years, have teaching certification and have managerial experience of 2 years. Therefore, not all primary teacher can join the PPP.

The number of primary school in Indonesia is the bigger than other school level. The implication of this phenomena is primary principal candidate is highly needed. Based on the information in <http://statistik.data.kemdikbud.go.id>, the number of primary school in Indonesia is about 148.244, junior high school is about 38.960, senior high school is about 13.495.

The high requirement of being primary school principal and the high need of primary school principal make a gap. Based on the interviews with Education Authorities, they found difficulties in finding primary principal candidates. The difficulties come from teacher's comfort zone and their large professional allowance. In accordance with that Hidayat (2016) found that primary school teachers had low motivation of being principal, because the principal workload did not match with the benefits received (Hidayat, Nurkholis, & Rasiman, 2016).

This study aims to answer questions about initial competencies of primary school teacher nominated as school principal, that sometimes being forced to join PPP. The questions are;

1. How is personal ability of primary school teacher nominated as school principal?
2. How is managerial ability of primary school teacher nominated as school principal?
3. How is entrepreneurial ability of primary school teacher nominated as school principal?
4. How is supervision ability of primary school teacher nominated as school principal?
5. How is social ability of primary school teacher nominated as school principal?

II. METHOD

This study is a descriptive study. Descriptive method is a method of researching the status of a human group, an object, a set of conditions, a system of thought, or a class of events in the present (Nazir, 2011). Descriptive method is not intended to proof a particular hypothesis, but rather to describe what the existence of a symptom, a variable, or a state is [3]. From these two definitions, it can be conclude that this descriptive study is aimed at describing initial competencies in personal, managerial, supervision, entrepreneurial, and social of teachers nominated as school principal before joining the PPP.

Data collection tools used in this study are questionnaire and document studies. The sample of this research is 432 teachers nominated as primary school principal who joined the PPP in 2017. The researcher chose a large sample population size being influenced by O’Leary’s (2004:104) belief that “the larger the sample, the more likely it can be representative and therefore generalizable” (Z., 2015)

The questionnaire were distributed before training begin. The questionnaire used was a valid questionnaire from LPPKS, which is called the AKPK (Need Analysis of Professional Development) instrument. This questionnaire is derived from 16 indicators of competence dimension written in Peraturan Menteri Pendidikan dan Kebudayaan Number 13 Year 2007, which is summarized into 14 indicators for the purposes of research (LPPKS, Petunjuk Pelaksanaan Analisis Kebutuhan Pengembangan Keprofesian, 2017).

Firstly, the researcher distributed the questionnaires, explained the purpose and collected the data. Secondly, respondent fill out a questionnaire by using a four-point Likert scale:

- 1- poor
- 2- fair
- 3- good
- 4- very good

Document studies are used to get information about education, certification, teaching experience, and managerial experience. As the data analysis, descriptive statistics were conducted in this study.

III. RESULT AND DISCUSSION

Jenjang pendidikan dasar merupakan jenjang terpenting dalam pendidikan anak. Karena pendidikan pada tahap ini merupakan dasar bagi jenjang berikutnya. Siapapun guru yang akan dipilih menjadi kepala sekolah dasar harus memiliki kompetensi yang bagus dalam memimpin sekolahnya.

Berdasarkan hasil analisis data, berikut gambaran umum pencapaian 5 (lima) kompetensi awal primary school principal candidate.

Table 1. The Initial Competencies of Primary School Principal Candidate

Competencies	Mean	Category
Personal	3,36	Good
Managerial	2,57	Fair
Entrepreneurial	2,60	Fair
Supervision	2,58	Fair
Social	2,90	Fair

Personal Competence

Personal competence according to Mulford and Johns is included principal values such as good, passionate, equity and social justice focus, other-centered, hard-working and sense of humour Societies (Gurr, 2015). There are five indicators in personal competence that written in Peraturan Mentaeri Pendidikan dan Kebudayaan Number 13 Year 2010 are being a role model for teachers, students , and all stake holders, an initiator, a self controller, self regulated learner, and always share good experiences.

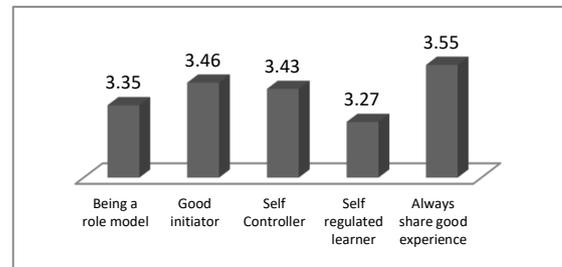


Figure 1. Indicators of personal competence of primary school principal candidate

Based on questionnaire results, the highest score in personal competence is sharing good experiences and the lowest one is self regulated learner. Most of primary school teachers like sharing and presenting their good experiences, but they do not like to learn something new or read books independently.

Managerial Competence

R.J Botha argued that the principal managerial competence is very important in determining teacher professionalism [1] argued,

“although instructional leadership remains the central expectation of the principalship, the scope of the school-site management role has grown substantially over the years” (p.9-11) (Sharp, 2003).

The performance of teachers will be better, if the principal has a good managerial skills (Sulistyorini, 2001). Sion Holten also supports the notion that the principal’s managerial competence is essential. His study proved that the principal’s managerial skills have a significant relationship to teacher teaching performance (Holten, 2007).

In indonesia, managerial competence become an important competence in principalship. Based on Peraturan Pemerintah Number 19 Year 2017, the main

role of principal is as school manager. Consequently, all school principal candidates should master managerial competence before being a real school principal.

Table 2. The Initial Managerial Competencies of Primary School Principal Candidate

Indicators	Mean
School plan	2,5
Teacher competencies	2,5
Education personnel competencies	2,4
SPM & SNP (national standarts)	2,4
Infrastructures	2,4
Student admission planning	2,9
Student coaching	2,6
Student management	2,4
Curriculum development	2,4
Syllabus and lesson plan	3
Finance	2,5
Administration	2,5
ICT	2,2
Monitoring and evaluation (Monev)	2,2

Based on questionnaire results, the highest score in managerial competence is developing syllabus and lesson plan and the lowest one is ICT literacy and Monev. Most of primary school teachers are in good category in developing syllabus and lesson plan, but their ICT literacy and monitoring and avaluation are in fair category.

Entrepreneurial Competence

Principals often have to function as entrepreneurs and locate or create funding sources for special projects. Funding sources may be a government, state agencies, private foundations and industry (Sybouts & Wendel, 1994).

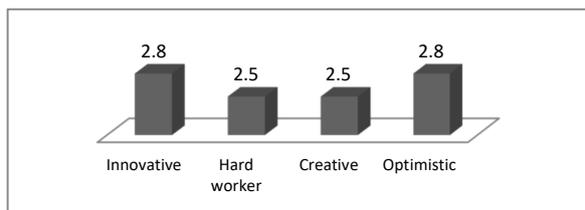


Figure 2. Indicators of entrepreneurial competence of primary school principal candidate

Based on questionnaire results, the highest score in entrepreneurial competence are innovative and optimistic and the lowest are hard worker and creative. Primary principal candidates have to be more creative and hard worker, because most of primary school only obtain grants from government through Bantuan Operasional Sekolah (BOS) that just cover operational needs.

Supervision Competence

Supervision always defined as an implemetation of instructional leadership. [5]5 states,

Many scholars attempted to define instructional leadership behaviours and characteristics. The outcome was usually a long list of responsibilities and skills aimed at providing an effective teaching/learning environment [2]

Supervision aims to help teachers to improve their teaching learning activity. In the beginning of school year, principal makes a supervision program for all teachers. Principal has to understand various technique in supervision, implement pre-observation, observation, and post-observation phase, and arrange action plan for teacher professional development.

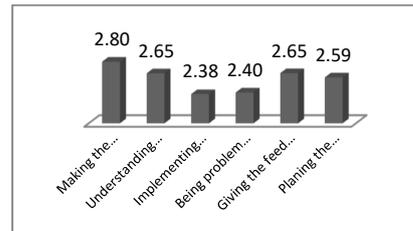


Figure 3. Indicators of supervision competence of primary school principal candidate

Based on questionnaire results, the highest score in supervision competence is making the program of supervision and the lowest is in the implementation of supervision. Most of the principals have no enough time to observe their teacher one by one to ensure teaching and learning process runs well.

Social Competence

The last competence that has to possessed by primary principal candidates is social competence. This competence is about planning, implementing, and evaluating school networks.

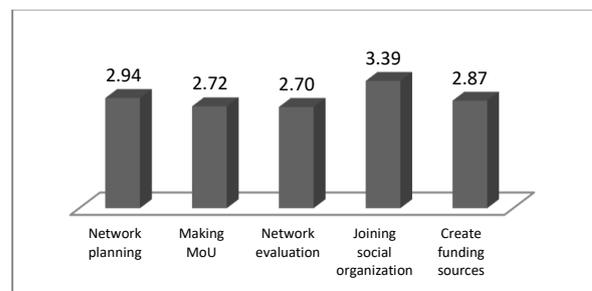


Figure 4. Indicators of social competence of primary school principal candidate

Based on questionnaire results, the highest score in social competence joining social organization and the lowest are implementing and evaluating school network. Primary school principal candidates have to learn more about how to implement and evaluate networks in the seek of school development.

IV. CONCLUSION

Every primary teacher nominated as school principal have to join the principal preparation program (PPP), which consists of administrative and substantive selection, and training, to obtain theoretical and empirical experience in personal, managerial, entrepreneurial, supervision, and social roles.

It is needed to know initial ability of primary teachers nominated as school principal in order to develop curriculum and training goals. The research found that personal competence of primary teacher is in good category (3.36), managerial in fair category (2.57), entrepreneurial in fair category (2.60), supervision in fair category (2.58), and social in fair category (2.90).

LPPKS as an institution for principal development and empowerment in Indonesia has to develop curriculum training based on the two lowest competencies above (managerial and supervision). Education authorities also have to encourage primary teacher candidates in managerial and supervision competencies through *Kelompok Kerja Guru (KKG/Primary School Teacher Association)*.

This study has its own limitations. The first and the most noticeable limitation is about AKPK instrument with self-assessment questionnaires. Every respondent has his own judgement. For further research, objective test can be used to measure personal, managerial, entrepreneurial, supervision, and social competencies of primary school principal candidates. Secondly, the sample of this research is from East Java, Central Java, Daerah Istimewa Yogyakarta, and West Java. For further reseach, sample can be taken from other island in Indonesia to make more representative and generalizable.

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