

Measuring the Performance of School Superintendent

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Abstract

School superintendent has a strategic role in the effort to improve the quality of education, referred to the responsibility to give service and assistance for the teachers and headmasters which will affect the improvement of learning quality in school. Yet, the strategic role and function of superintendent, in fact, is still reflecting its ideal concept. Low performance of school superintendent is perceived as the cause. Hence, it is necessary to measure the performance of superintendent as the analysis to have the factual and contextual comprehension, in order to give a suggestion for the effectiveness of superintendent role. To measure the performance of superintendent, it is necessary to know the scope of superintendent roles, which involve academic and managerial supervision. Academic supervision is aimed to assist or develop teachers in enhancing the learning process quality to obtain more optimum learning outcome, while managerial supervision is intended to assist and develop headmasters on the effort to enhance education quality through optimum school performance. Supervision program consists of (1) the development of supervision program; (2) the implementation of supervision program; (3) the evaluation of supervision implementation; and (4) guiding and training the professionalism of teachers and headmasters. The tasks and roles that are assigned to the high school superintendent, if they are implemented well, it is believed that the superintendent has a good performance which will lead to the improvement of learning service quality and school management quality.

Keywords: Performance, School Superintendent

1. Introduction

Performance issues in Indonesian schools superintendent have gained quite a lot of attention through various studies. Unfortunately, there are many circumstances which have reflected that the contribution and performance of supervisors was virtually not quite satisfactory. In one study Gregorio (2010), found that supervision done on school superintendent had no significant relationship to the professional performance of teachers. The implication of these studies is the need to pay attention to the regulatory guidelines of the existing work in order to perform better. Furthermore, Gregorio revealed that supervision is carried out including a school superintendent in the low category.

Government efforts to improve the performance of supervisors, by setting the school superintendent standardization can be seen in Ministerial Regulation Number 12 of 2007 on school superintendent. An important point to note here is that the existence of the six competencies of school supervisors consisting of personal competence, competence academic supervision, supervision of managerial competence, competency evaluation of education, research and development competence, as well as social competence. Government expectations set forth in the policy will just be a hope when there is no real effort to realize the optimal supervisory guidance ranging from recruitment to coaching. This is important, because as a school superintendent of personnel who are given responsibility and authority to implement academic and managerial supervision at school. Efforts are made through monitoring and evaluation of the extent of achievement of the eight elements in the national education standards, as well as coaching can streamline the management of national education.

Public demand quality education will not be able to answer with supervisory personnel whose skills and knowledge is stagnant. Step government needs much appreciation through the issuance of various policies for school inspectors, especially after the entry into force Ministerial Regulation Number 12 of 2007 on the Supervision of Standards of Competence and Qualifications and Ministerial Regulation Number 21 of 2010 on the regulatory and functional positions kreditnya numbers. Professional development of school superintendent in the school superintendent activities should be carried out in the framework of the practice of science, technology, and skills to improve the quality of professionalism as school superintendent, and in order to produce something useful for education, particularly in assessing activities and foster the provision of education in schools. Professional development of the employee done by an external party will not bear fruit if it is not followed by the personal consciousness. Professional development is so important because the essence of successful learning in school comes from the thinking and actions of the managers of education, including school superintendent.

From the foregoing it can be interpreted that an activity or action supervisory oversight of supervisors is essential who will be given the task, responsibility and authority to provide guidance and assessment of teachers and principals or institution cultivated. Supervision needs to be done in order to improve the quality of education

at the school continuous it supervises. In the school superintendent is increasingly faced with the challenge demands a coveted quality public education. The rapid demands for increased competence and professional development in general should be well responded by the school superintendent.

2. Issues

From the results of research carried out on a number of supervisors from across the province show that guidance to the superintendent of schools in order to improve professional skills may not work effeciently. School superintendent should follow the duties and functions to supervise armed with the ability he has. Supervisors submit a report to the Head of the Department of Education about what he has done in accordance with tupoksinya, but the report has not been used as the basis for the formation of the regulatory effort. And there is limited guidance on the direction and explanation from the Head of Education on educational policies in special meetings with supervisors and other officials. A planned and ongoing Professional Coaching for supervisors that leads to the increased ability and career development of supervisors as a functional power has not been implemented.

Weak coaching supervisors are allegedly associated with the limited resources at every department of education, human resources, financial resources and information resources. In addition, the education department's commitment to the importance of the supervisory role in improving the quality of education seems less than optimal, hence the coaching program for inspectors have not been a priority. On the other hand, the work achieved by the supervisor on the implementation of the duties and functions have not been so significant to the progress of elementary schools. Therefore, the position, role and eksistensi supervisors receive less attention than the teachers and principals.

School superintendent's performance should be designed and developed in order to support ongoing professional capabilities and career to boost performance of the school superintendent. Coaching programs that are implemented should be clear and focused and evaluated in a planned manner. Coaching and development of the school superintendent should be carried out in a sustainable way such that their professional ability and career as a school superintendent increases in line with their achievements. In other words, coaching and development supervisor should be directed to preserve, maintain and enhance their performance to improve the quality of elementary schools. Therefore, this paper tries to analyze how to measure the performance of supervisors as an attempt to find a solution in enhancing their performance as a professional school superintendent.

3. Measuring the Performance of a School Superintendent

3. 1 Performance Concept

The term "performance or achievement" is a rendering of the word "Performance". Anderson (2009, p. 378) gives a definition: "Performance is defined as the record of the outcomes produced on a specified job function or activity during a specified time period". In this definition, emphasizing the notion of performance or achievement as a result of work or what is produced (outcomes) of a job and their contribution to the organization. Performance is defined as the achievement of a person in a particular field of expertise, in performing his job duties are delegated from superiors effectively and efficiently (Nawawi, 2009). Performance is the ability of the individual to do a job by achieving its objectives. Thus, the performance can be defined as the ability of a person on his job in order to reach the goals set earlier. However, this is not just the ability to manage, but to lead and apply all existing capabilities within him.

Castteter (2008) gives meaning to the performance leads to three focuses, namely: (1) Individual-centered, leading to the personal qualities of employees; (2) job-centered, leading to performance in the areas of responsibility of employees; and (3) centered objectives, leading to work or work performance. Therefore, the performance deals with aspects: knowledge and mastery of tasks and responsibilities, skills, behaviors related to mastery of the way, working techniques and performance as well as the skills to do a good relationship with the human element involved in the process of implementation of the work which is reflected in the attitudes and actions to achieve effective performance.

In essence, the performance is a feat achieved by a person in performing their duties or work in accordance with the standards and criteria set for the job. From the view of the performance has four aspects, namely: (1) ability; (2) acceptance of organizational goals; (3) level objectives are achieved; 4) the interaction between objectives and capabilities of the employees in an organization of, where each of these elements affect the individual's performance. Therefore, in order to improve the performance of an employee, the knowledge worker tasks in question is very important.

Marwansyah (2010) stated that the factors that affect performance include: (a) the ability of psychological factors capability of employees consists of the potential ability (IQ) and the ability of reality (education). Therefore, employees need dtempatkan to work in accordance with keahliannya; (b) motivation motivational factor is formed from the attitude of an employee in a given situation of work. Motivation is a

condition that drives self-directed employees to achieve goals. Mental attitude is a mental condition that encourages someone to try to achieve the maximum work potential.

3. 2 The Concept of Supervision

Sahertian (2008) states that assert control or supervision is a business providing services to education stakeholders, especially the teachers either individually or in groups in an effort to improve the quality of learning processes and outcomes. While Sahertian, clarified the nature of educational supervision is an effort to help educate pengaeas kesejawatan professional education stakeholders, especially teachers aimed at improvements and coaching aspects of learning. In line with these opinions, Satori (2010) suggested that the term supervisory dsebut education can also refer to the main mission of the organization in the school system, the educational supervision activities aimed at improving the quality of education and meningkatkan. More surveillance is an attempt to provide guidance, coaching, encouragement and protection for schools that are expected to improve the quality of education continuously.

Supervision can be defined as the process of monitoring activities to ensure that all activities of the organization are carried out as planned and as well as an activity to correct and repair if found any irregularities that would interfere with the achievement of goals (Robbins, 2009). Supervision is also a management function necessary to evaluate the performance of organizations or units within an organization to establish progress in accordance with the desired direction.

The supervisory should oversee the activities or actions of a person who was given the task, the responsibility and authority and must provide guidance and assessment of the person or institution. Someone has to be given the task of so-called supervisor or supervisors. In the field of education it is called the school superintendent or school superintendent. Supervision needs to be done in order to improve the quality of education at the school.

3. 3 Performance Indicators of the Superintendent

School superintendent's performance is an achievement or attainment of the work accomplished by the standards and assessment predetermined size. Standards and the gauge is an indicator to determine whether a supervisor has had a high or low performance. Based on the nature and type of work, the standard also serves as a measuring tool in providing accountability.

School superintendent's performance based on the Ministerial Regulation Number 21 of 2010 on Functional and credit figures includes the implementation of academic supervision and managerial supervision. To assess a school superintendent in conducting academic supervision and managerial supervision the focus should be on four main components, namely (1) the preparation of the program, (2) the implementation of the program, (3) evaluation of the implementation of the monitoring program, and (4) professional guide and train teachers. Of the four components, we should develop indicators and performance assessment criterias for the school superintendent. The number of indicators and performance assessment items differ depending on the level of school inspectors assessing the school superintendent. In accordance with the Ministerial Regulation Number 12 of 2007 on the standard of competence supervisor, supervisor's performance can be measured based on six aspects: (1) Competence Personality (2) Social Competence (3) supervisory Managerial Competence (4) Competence supervisory Academic (5) Evaluation of Competence Education (6) Competence Research and Development.

According to Sudjana (2013), the school superintendent's performance can be seen from the four dimensions: (1) supervision, (2) performance, (3) Pengembangan-an profession and (4) the impact on the development of school quality. Improving the performance of the school superintendent is done through guidance and career development of the school superintendent. In accordance with the Ministerial Regulation Number 21 of 2010 we conclude the following indicators:

- Increasing the minimum supervisory education to degree level qualification, especially for educated supervisors Diploma.
- Increased work motivation of inspectors in carrying out their duties and responsibilities as a professional supervisor.
- Increased performance and work of supervisors indicated by the progress of the quality of education in elementary schools.
- Increased rank and supervisory positions after fulfilling credit points in accordance with applicable regulations and material and non-material well-being in accordance with the position and his achievements.
- Increased positive image of the supervisory unit of education among school stakeholders.
- Increased willingness of supervisor for further studies and or improve their knowledge and skills as a professional supervisor.

Improved performance of the school superintendent is expected to have an impact on improving the

quality of education in schools. Indicators of the quality of education in the school improvement according Arikunto (2012) can be seen in any educational components include: the quality of graduates, the quality of teachers, principals, school staff, the learning process, facilities and infrastructure, school management, curriculum implementation, assessment systems and components other. This means that through supervision should see the impact on the performance of schools in improving the quality of education. That is why the presence of the school superintendent must be an integral part in improving the quality of education, so that together with teachers, principals and other school staff collaborate to foster and develop the quality of education at the school as optimal as possible in accordance with established standards.

4. Policy Superintendent Performance Improvement

Ministerial Regulation Number 21 of 2010 on the functional position of school superintendent and credit number mentioned that: Supervisors are civil servants who were given tasks, responsibilities and authority in full by the competent authority to supervise education in schools with conducting the assessment and development of technical aspects of education and school administration on pre-school, primary and secondary. Trustees have a duty, responsibility and full authority to conduct surveillance on school education by conducting assessments and guidance from a technical point of education and school administration in particular, and also functions as a teacher, principal partner, innovator, counselor, motivator, collaborators, assessors, evaluators and consultants.

School superintendents must undergo Coaching and professional development so that they can carry out their duties and functions as a school superintendent by fostering the responsibility of the Head of the Education Department. Coaching school superintendent includes professional coaching and career coaching. Coaching profession is directed to improve and develop professional skills in order to perform supervisory functions of both academic and managerial oversight supervision. While coaching career supervisors is directed to improve functional rank and position in accordance with applicable regulations.

In the context of improving the quality of education, school superintendent plays a very important. Therefore, coaching supervisor in order to carry out the task of academic and managerial oversight is absolutely necessary. Aside from that, the position, role and existence of supervisors must be nurtured so that the image of the school superintendent / school is increased as we would expect. Supervisors should have a value of more than teachers and principals both in terms of qualifications, skills, competence, financial and other dimensions that school attendance really coveted school stakeholders.

A successful coaching and career development of school superintendent / school should include the following indicators:

- Increased minimum supervisory educated to degree level qualification (SI), especially for educated supervisors Diploma.
- Increased motivation of the work of the inspectors in carrying out their duties and responsibilities as a professional supervisor.
- Increased performance and work supervisors indicated by kamajuan-progress quality of education in elementary schools.
- Increased rank and supervisory positions after fulfilling credit points in accordance with applicable regulations and material well-being and non-material in accordance with the position and his achievements.
- Increased positive image of the school inspector among school stakeholders.
- Increased willingness supervisor for further studies and or improve their knowledge and skills as a professional supervisor.

(Ministerial Regulation 21/2010)

Supervisors are teachers and principals were appointed as supervisor, then to carry out supervisory duties equivalent to at least 24 (twenty four) hours of face-to-face teaching in 1 (one) week as the Government Regulation No. 74 of Teachers, is part of the employee working hours as a whole at least 37.5 (thirty-seven point five) hours in a week. Therefore, the scope of the task according to the school superintendent Permendiknas Number 12 of 2007 is carrying out managerial supervision and academic supervision. Activities of school inspectors and supervisors subjects or groups of subjects supervisor for equivalence with 24 (twenty four) hours per week of face-to-face with the approach of the number of schools in the building.

Based on Ministerial Regulation Number 12 of 2007 on Standards for School, the annex stated that the qualifications of Supervisory junior high schools and vocational education S2 and have a minimum of 6 (six) competencies. Performance can be measured by education watchdog six aspects. Coaching school superintendent or the superintendent of the school should be designed and developed in order to pattern an ongoing professional capabilities and career to boost performance of school superintendent. Coaching should be conducted by the Directorate of Personnel and the Head of Education City / County Office of Education and the provincial level or through programs that are clear, focused and evaluated in a planned manner.

Currently, the school superintendent position simplified is into three (3) categories: (1) young

supervisor, (2) intermediate supervisors and (3) the main supervisor. This is done for coaching and career development of the supervisor. Coaching is done so that the promotion and supervisory positions can be timely. Therefore, Head of Education should motivate the inspectors by planning and designing the work program so that each supervisor gets an opportunity to collect materials that have a credit scores to rise in rank. Mentoring programs are described in a variety of professional development programs mentioned above, nearly all have value credit score. That is coaching professional capabilities as described basically to improve deficits of supervisory career.

Other programs that can be developed are to facilitate the school superintendent to conduct research on supervisory activities. Results were written in the form of research reports based on the provisions that apply in writing scientific papers. For that inspectors must have the ability in the field of research and writing scientific papers. These capabilities can be obtained through education and specialized training on educational research and writing scientific papers.

5. Conclusions

School superintendent's performance can be seen from the performance or the performance achieved by the supervisor who refers to the duties and functions, creativity and activity in the supervisory process, with the commitment to carry out the task, to achieve learning goals and increase school achievement. In carrying out its duties and responsibilities as a professional school superintendent, the necessary basic knowledge and skills required should be provided. Therefore, competence, qualifications and commitment to the school superintendent needs to be improved and developed sustainably. Without having professional competence in terms of oversight, it will be difficult for the supervisor to improve performance. Otherwise it will directly or indirectly affect the quality of the performance of schools or educational units cultivated.

Supervisory personnel must have the qualifications and competence superior to teachers and principals. Ministerial Regulation Number 12 of 2007 on Standards for School said that a school superintendent shall have a minimum of six dimensions of competence which include personal competence, managerial supervision, academic supervision, evaluation of education, research development, and social competence.

Understanding the competence and performance of supervisors both conceptually and contextually can be put in streamline by the implementation of supervisory duties. The scope of supervision of the educational unit includes academic supervision and managerial oversight. Academic supervision should be aimed at assisting or fostering teachers to improve the quality of the learning process in order to obtain more optimal result. The managerial supervision should be aimed to help and develop principals in their efforts to improve the quality of education through the optimization of the performance of the school. The second dimension of the monitoring activities to be covered by the activity are (1) preparation of the surveillance program; (2) the implementation of monitoring programs; (3) evaluation of the implementation of the monitoring program; and (4) to guide and professional training of teachers and/or principals.

The presence of the agent and the supervisor becomes a pioneer in innovation of education in elementary schools; therefore, it is necessary to have sufficient competence. Sufficient competence cannot be practiced in the absence of adequate support to the improvement of supervisory skills, and providing motivation and job satisfaction enough. Therefore, the overall dimensions associated with increased competency school superintendent, if done well, it is believed to have had a good performance and in turn will lead to the improvement of quality of service, learning and the quality of school management.

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