

THE INFLUENCE OF PRINCIPAL MANAGERIAL COMPETENCY TOWARDS PROFESSIONALISM INCLUSIVE ELEMENTARY SCHOOL TEACHERS IN BREBES

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Abstract: Errors in learning that are too rigid give the impression that writing is difficult. Not many teachers have been able to present the subject matter in the right and interesting way. This research aims to find out the Effect of Series Picture Media on Student Writing Skills. The research method uses descriptive quantitative with a population of 31 consisting of 31 control class students and 31 experimental classes. The research instrument is the validity of the problem with the number of 15 valid questions 11 questions. The Control Class shows the Kolmogorov-Smirnov coefficient $0.239 > 0.05$ in the 2-tailed Sig 0,000 indicating a significant data distribution of normal patterns. Then in the Experiment Class Kolmogorov-Smirnov coefficient $0.213 > 0.05$ on a 2-tailed Sig $0.089 > 0.05$ and the data can be said to be normally distributed, the data is homogeneous on the Levene Statistic coefficient of 3.339 in Asym Sig $0.070 > 0.05$ in hypothesis testing with t test after the results of the writing skills of the control class and experiment are submitted to the testing of the hypothesis produced t count $4.045 > t$ table 2.00 at the significant level of 5% or 0.05 so that H_0 is rejected, it is said that the use of the series image media has a significant effect on student writing skills.

Keywords: competence, managerial, inclusive elementary school

1. Introduction

Education in the era of globalization with various obstacles faced and future expectations, professional leaders are needed to realize the vision of education which has been detailed in clear and directed program missions. Improving the quality of education as a vehicle for building and forging the quality of human resources. Human quality is produced through the provision of quality education. The principal has a strategic function, role and position. The principal's managerial ability is one of the competencies that must be possessed by each school principal, where the principal must be honed in managing his institution's media which has an important role in achieving the quality of learning.

The managerial ability of the principal is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by the principal in carrying out his leadership duties. Based on Government Regulation Number 13 of 2007 concerning principals / madrasas, it is stated that the competencies that must be possessed by the principal include personality competencies, managerial competencies, entrepreneurial competencies, supervision competencies, and social competencies, obtained through professional education. The Principal's competence is comprehensive and is a unity that is interconnected and mutually supportive. Management is essentially a process of planning, organizing, implementing, controlling and evaluating the members of the organization and utilizing all organizational resources in order to achieve the stated goals (Mulyasa, 2007: 103). In order to carry out its role and function as a manager, the principal must have the right strategy to empower teachers through collaboration, provide opportunities for teachers to improve their profession, and encourage their involvement in various activities that support school programs. With good management, the school will be able to develop optimally as expected.

The success of education in schools is largely determined by the success of the principal in managing the human resources available at school. The principal is a teacher who is given the task to lead all the resources that exist in a school so that it can be utilized maximally to achieve common goals (Basri, 2014: 40). The principal as the highest leader who is very influential and determines the progress of the school must have administrative skills, have a high commitment, and be flexible in carrying out their duties. The principal is one of the components of education that influences teacher professionalism. The principal is responsible for carrying out educational activities, school administration, coaching other education personnel, and utilizing and maintaining facilities and infrastructure. The principal does not have good managerial competence to empower educators and education personnel to achieve the stated goals. Professional management education skills, principals are expected to develop effective school programs, create a conducive school climate and develop school personnel performance and can guide teachers in implementing the learning process. At school, the principal always interacts with his subordinate teachers, monitors and assesses their daily activities.

This study aims to: (1) find out the principal managerial competence in the actuating function influences the professionalism of inclusive elementary school teachers in Brebes Regency; (2) knowing the principal's managerial competence in controlling functions influences the professionalism of inclusive elementary school teachers in Brebes Regency; (3) knowing the influence of managerial competence of principals in actuating and controlling functions on the professionalism of inclusive elementary school teachers in Brebes Regency..

2. Related Works/Literature Review

Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, mastered, and actualized by the teacher in carrying out professional tasks. Relation of Competence with teachers, then looking at Law Number 14 of 2005 concerning Teachers and Lecturers mandates that the teaching profession is a special field of work carried out based on competency standards in accordance with their duties and the ongoing implementation of professional development throughout life. According to his book (Mulyasa, 2007: 98), there are seven main roles of principals, namely: (1) educator; (2) manager; (3) administrator; (4) supervisor (supervisor); (5) leader (leader); (6) innovators; (7) motivator.

Management comes from the English word "management", with the verb "to manage" which generally means taking care of, driving, managing, running, building, or leading. Nouns

"management", and "manage" means people who carry out management activities (Priansa, 2014: 142). Management is essentially a process of planning, organizing, implementing, leading and controlling the business of the members of the organization and utilizing all the resources of the organization in order to achieve.

Activation (actuating), is an activity to give encouragement, direction, and influence to all group members to want to work consciously and voluntarily in order to achieve a set goal in accordance with the planning and organizational pattern. This driving problem is basically closely related to the human element so that its success is also determined by the ability of the principal in dealing with the teachers and employees. Therefore, the ability of principals to communicate, creative power and high initiative is needed and can encourage the enthusiasm of the teachers / employees. To be able to move the teacher or its members to have high morale and work passion, it is necessary to pay attention to the following principles: treat employees as well as possible; encourage the growth and development of talents and abilities of employees without suppressing their creative power; instill the spirit of employees to want to keep trying to improve their talents and abilities; respect every good and perfect work produced by employees; empowering the existence of justice and being wise to every employee without favoritism; provide the right opportunity for the development of employees, both learning opportunities and sufficient costs for that purpose; provide motivation to be able to develop the potential of employees through ideas, ideas and the results of his work.

In the field of supervision, the competence of principals in Government Regulation Number. 13 of 2007 covers one competence, namely monitoring, evaluating, and reporting the implementation of school / madrasah activity programs with appropriate procedures, as well as planning follow-up. Supervision can also be interpreted as one of the activities to determine the realization of the behavior of personnel in an educational organization and whether the level of achievement of educational goals is in accordance with what is desired, then whether improvements need to be made. Supervision is carried out to collect data on the implementation of cooperation between teachers, principals, counselors, supervisors, and other madrasah officers in educational institutions. Basically there are three steps that need to be taken in carrying out supervision, namely: setting a measuring instrument or standard, conducting an assessment or evaluation, and making corrective or corrective actions and follow-up. Kartana, (2015: 10) Teacher competency is a special skill that is skilled in carrying out teacher duties as an educator, which is carried out effectively and efficiently in order to achieve educational goals. Whereas in the Law on National Education System Number 14 concerning Teachers and Lecturers article 10 states that, teacher competencies include pedagogic competencies, personality competencies, professional competencies and social competencies.

3. Material & Methodology

a. Data

This research was carried out in the inclusive elementary school of Brebes Regency, namely: Brebes 02 Public Elementary School, Klampok 01 Public Elementary School, Tanjung 01 Public Elementary School, and Kalierang 03 Elementary School Bumiayu. The population in this study were 24 inclusive elementary school teachers in Brebes Regency, Central Java using saturated sampling techniques.

b. Method

This study uses a quantitative survey approach, is a method in a form of a research technique in which informasinga is collected from several samples in the form of people, collecting it by giving questions that are answered directly by the person (Zikmund, 1997). Data collection methods use questionnaires, documentation and observation. Test the validity and reliability in this study using SPSS version 17.0. To test the quality of research instruments, the validity of the instruments, reliability.

c. Table and Figure

The experimental research design used in this research design was both the experimental group and the control group performed with prerest and protest (01 and 02). But only the experimental group received X treatment (the application of serial media images), whereas for the control group there was no treatment X (the application of serial image media), so the design was as follows:

Table 1. Design Reseat

No	Stages of Research	Month													
		February				March				April				Mey	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2
1	Preparation of proposals	√	√												
2	School observation			√											
3	Preparation of instruments				√	√									
4	IsInstrument validity						√								
5	Instrument test							√	√						
6	Data retrieval									√	√				
7	Data analysis											√	√		
8	Reporting													√	√

d. Equations and Mathematical Expressions

To test the quality of the research instrument, the instrument was tested with instrument validity. To find out the validity of the test, the product moment correlation formula with a rough number is used by Pearson:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

(Arikunto,2010)

4. Results and Discussion

The managerial competency data of the head in the mobilization and supervision function as well as teacher professionalism was taken through a closed questionnaire. The result is as described in the following table.

Table 4.1 Distribution of Number of Respondents

No	school name	Total responden
1	Elementary School Brebes 02	6
2	Elementary School Klampok 01	6
3	Elementary School Tanjung 01	6
4	Elementary School Kalierang 03	6
Total		24

From the table above, it can be explained that the distribution of the number of respondents for each Primary School is the same, namely 1 headmaster. The total number of respondents is 24 inclusive elementary school teachers. The results of the descriptive analysis show that the performance of inclusive primary school principals in Brebes Regency is obtained by the mean or average score of 20,236 located at intervals of 20-24. However, there are still principals with managerial skills in the 11-15 interval of 7% and those with shows that it is not optimal in managing and carrying out this managerial task according to the results of data from the teacher who perceives. Whereas the results of the descriptive analysis of managerial competence of the mobilization function carried out by the principal showed in intervals of 21-25 by 67%.

There is the influence of managerial competence of principals in the mobilization function on teacher professionalism by 0.265, and this influence shows the greatest or most dominant influence compared to other independent variables. The influence of managerial competence on the function of driving towards teacher professionalism shows the results of a positive and significant regression coefficient. This means that if there is a change in managerial competence the principal will show

changes in teacher professionalism in the same direction. The principal has a heavy responsibility as a leader in his school related to the management of human resources namely the teacher he leads. This means that if the managerial competence of the principal's driving function is good, then the professionalism of the teacher will be good. Thus the managerial competencies of principals who are effective in leading their organizations in this case inclusive elementary schools in Brebes Regency, thus increasing their performance and professionalism.

The results of the descriptive analysis show that managerial competence of supervisory functions in intervals of 21-25 in carrying out their duties is 52%. However, there are still principals whose duties as supervisors in the 16-20 interval are 45%, and in the 11-15 interval of 3%, this is reflected in the indicator that the principal is not programmed in providing academic assistance / academic supervision to the teachers. Managerial competence of the supervisory function of inclusive primary school principals in Brebes Regency in the category. There is a positive influence on managerial competence variables on guarding function on teacher professionalism, which is equal to 0.247. The regression coefficient is positively marked, meaning that if there is a change in a principal in doing the work as a supervisor, the professionalism of the teacher will experience a change. Managerial competence of the supervisory function of inclusive primary school principals in Brebes Regency is in good category, this is in accordance with the demands of Minister of National Education Decree No. 13 of 2007 concerning the competence of principals / madrasahs that principals must have supervisory competence. This result is also in accordance with the desired theory, namely that the principal who is competent and professional in his task will increase his performance.

The effect of inclusive managerial competence of elementary school principals on teacher professionalism shows the results of positive and significant regression coefficients. The influence of the managerial competence variables together with the mobilization function, and managerial competence supervision function on the performance of inclusive elementary school principals is 0.783. This is because that managerial is the main function of a school principal, the better the managerial duties of the principal in carrying out his main duties and functions as headmaster, the performance will be good. In actual fact, affecting teacher professionalism is not only managerial competence, supervision and entrepreneurship, there are many other factors and are very complex therefore other factors beyond this research model that affect teacher professionalism are 0.217

b. Discussion

Managerial competence of principals in the mobilization function influences in increasing the professionalism of inclusive elementary school teachers in Brebes. This is like Toharudin (2017), improving the quality of teaching staff is very important to the success of educational goals, especially in inclusive schools. The low quality of special guidance teachers in Brebes Regency, so that the role of school principals as managers of inclusive elementary schools is very influential on the achievement of the goals of primary school education inclusion in order to realize the quality of learning that provides services to heterogeneous students to different needs.

Managerial competence of the supervisory function of inclusive primary school principals in Brebes Regency is in good category. There is a positive influence on managerial competence variables on guarding function on teacher professionalism. The school principal is able to provide changes in doing work as supervisors that can affect teacher professionalism in inclusive primary schools. Nur Masyitoh Nasution (2017), Learning leadership as one of the competencies possessed by the principal, as an effort to create quality learning in schools through improving teacher competence. the role of learning leaders as a guide to the development of the learning process includes: monitoring activities carried out routinely in schools to create conducive learning; and giving motivation that aims to enable school citizens to develop their achievements; the role of the learning leader as a teacher professionalism developer includes: training activities intended to support the competencies of the teacher; and learning supervision carried out to help teachers solve problems faced when teaching. Thus it can be concluded that the role of the principal in terms of supervision impacts on inclusive elementary school teachers.

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fact, affecting teacher professionalism is not only managerial competence, supervision and entrepreneurship, there are many other factors and are very complex. Tony Bush (2017), a systematic review of Malaysian literature on three leading leadership (instructional, distributed and transformational) models, related to the major education reform initiatives included in the Education Ministry's Malaysian Educational Blueprint, that there is emerging literature on this leadership model and their prevalence in Malaysian schools but that they have been interpreted in a different way from the highly centralized Malaysian context. For example, instructional leadership is determined, so there is some evidence of practice, especially in terms of monitoring. Similarly, distributed leadership is allocative, not emerging, as suggested in Western literature.

5. Conclusion

- a) Based on the results of research and discussion, it can be concluded as follows:
There is a significant influence between the managerial competency variables of inclusive primary school principals in the mobilization function on the professionalism of inclusive elementary school teachers. This is indicated by the value of the regression coefficient of 1.431;
- b) There is a significant influence between variable managerial competence of inclusive primary school principals in the supervisory function of teacher professionalism. This is indicated by the regression coefficient value of 1.459,
- c) The F test results show $F_{count} = 7.996 > F_{table} = 2.44$, with significant levels of 0.05, $df_1 = 2$, and $df_2 = 32$. This means that the managerial competencies of inclusive primary school principals in the mobilization and supervision function are jointly influential significantly to the professionalism of inclusive primary school teachers in Brebes Regency, while the coefficient of determination (R^2) shows 0.789, meaning that the independent variable, the managerial competence of the principal in the mobilization function and the supervisory function together influence the dependent variable, by 0.783, while the rest amounting to 0.217 is influenced by other variables outside the variables in this study

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