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Freida Ferra Masoko
Post Graduate Program,
Manado State University,
Indonesia

JF Senduk
Post Graduate Program,
Manado State University,
Indonesia

Henny N Tambingon
Post Graduate Program,
Manado State University,
Indonesia

Correspondence Author:
Henny N Tambingon
Post Graduate Program,
Manado State University,
Indonesia

The influence of head school managerial competence and role of school committee on academic services adven junior high school North Minahasa, Indonesia

Freida Ferra Masoko, JF Senduk and Henny N Tambingon

Abstract

Essentially the philosophical foundation of regional autonomy is the empowerment and independence of the region towards the expected maturity and quality of society. Thus it is required to use a better and comprehensive management approach in order to be able to accommodate all desires while empowering various components of the community effectively to support progress and systems in schools. Principals as managers of educational institutions should utilize the independence of school management to adjust their performance and work more closely with teachers and the community in dealing with educational problems. The population in this study were all characteristics related to the three variables of this study, and the unit of population was Adventist Junior High School teachers in North Minahasa District, which totaled 115 teachers. Data collection techniques used in this study are probability sampling techniques with a simple random sampling approach, and instruments used to capture data in the form of a questionnaire / questionnaire. The research sample uses the formula of Taro Yamane error rate that is tolerated at 10%, thus obtained a rounded sample of 54 teachers in Adventist junior high schools (SMP) in North Minahasa. Based on the results of the research and discussion in the previous chapter regarding the influence of the principal's managerial competence and the role of the school committee on the academic services of Advent Advent Junior High School, North Minahasa Regency, the following conclusions can be drawn: 1. There is a significant influence between principals' managerial competence on junior high school academic services, with a contribution of 1.4%. 2. The role of the School Committee significantly influences the junior high school academic services with a proven contribution of 14.3%. 3. Principal's managerial competence and the role of the principal have a significant effect on academic services in the Adventist Middle School of North Minahasa Regency. The contribution made to the commitment of Adventist Junior High School teachers in North Minahasa Regency was 15.7%, while 84.3% was determined by other factors not explained in this study.

Keywords: Managerial competence, head school, academic services

1. Introduction

The increase in the quality of human resources is characterized by an increase in knowledge, skills and attitudes oriented towards improving science and technology mastery, professional abilities, and work productivity in accordance with development needs. Thus, it is hoped that the Indonesian people will be able to compete in the current or future era of globalization. Education is a shared responsibility between the government, schools, parents of students and the community as users of educational outcomes (stakeholders).

All have functions and roles that are in accordance with their duties, authority and responsibilities. Therefore the role of stakeholders in supporting the improvement of the quality of education in schools really needs to be improved. In Law No. 32 of 2004 concerning Regional Government states that the administration of education is one of the mandatory functions which is the authority of the regency / city government.

Then Act Law No. 20 of 2003 concerning the National Education System emphasizes that education is carried out democratically and fairly and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism. These two normative foundations are in fact sufficient guidelines for the implementation of education decentralization. However, there is also a need for national standardization and quality control in an effort to form a unified reference in achieving quality education.

This education standard has been strengthened with the birth of PP No. 32 of 2013 concerning National Education Standards.

Essentially, the philosophical foundation of regional autonomy is the empowerment and independence of the region towards the expected maturity and quality of society. Thus it is required to use a better and comprehensive management approach in order to be able to accommodate all desires while empowering various components of the community effectively to support progress and systems in schools. Principals as managers of educational institutions should utilize the independence of school management to adjust their performance and work more closely with teachers and the community in dealing with educational problems.

Cooperation in handling this problem such as: class supervision to encourage and support the implementation of discipline, lead informal meetings with teachers to stimulate, discuss and share experiences about innovation, appreciate and support the work of school committees to improve Academic Services in schools. But seen from the formation of attitudes, character and personality of students, it turns out education has not shown the results expected by the community.

This can be observed from the tendency of juvenile delinquency such as brawls between schools or between groups of adolescents, the decline in morals and deviant behavior towards life ethics that are not in accordance with national culture such as free sex and consuming drugs. This means that schools which are expected to be one of the main pillars of the process of transforming values and norms as part of shaping the personality of students have not yet become reality. Whereas schools are agents of change in the formation of Indonesian people wholly namely humans who are not only academically intelligent but also have good moral integrity. Budi Raharjo (Ministry of National Education, 2009: 03) stated that: "the quality of education has not improved significantly, only a small proportion of schools show an increase in the quality of education."

The condition of the quality of education in North Minahasa still has not shown optimal results, one of the indicators is the low quality of Academic Services and the lack of optimal support from either the community or government. High and low quality of Academic Services is determined by various factors where the observations of researchers have not seen the achievements of the school or students through academic activities both in regency or science olympiad at the national level.

The current era of educational decentralization, namely advent junior high schools must be able to compete in attracting students and parents to seek knowledge in private registered schools, researchers assume the role and support of outside parties such as school committees must play a role to support the Principal's Managerial Competence in improving quality Academic services and advancing education in Advent Junior High School in North Minahasa Regency because with the presence of external parties can provide advice and opinions in making appropriate policies. If the Academic Services are good, students will be able to take part in a fun learning process. Because every teacher will try to present interesting learning in front of the class.

This study aims to determine the results of the analysis and interpretation of the Effects of the Role of School Committees and Principal Managerial Competence on

Academic Services in Adventist Junior High Schools in North Minahasa Regency, as follows:

1. Effect of Principal's Managerial Competence on Academic Services in Adventist Middle Schools in North Minahasa Regency.
2. Influence of the Role of School Committees on Academic Services in Adventist Middle Schools in North Minahasa Regency.
3. Effect of Principal's Managerial Competence and Role of School Committees together on academic Services at Adventist Junior High Schools in North Minahasa Regency.

2. Literature Review

The principal as a supervisor at the school is able to carry out various supervision and control to improve the performance of the teaching staff. Supervision and control is a control so that educational activities in schools are directed at the vision, mission and goals set by the school. Besides that, supervision is also a preventive measure to prevent education staff from making deviations and to be more careful in their work. A principal in addition to being able to carry out a management process that refers to management functions, is also required to understand and at the same time apply all the substance of educational activities.

Koster (2001) ^[6], stated the role of school principals as follows: "In the context of School-Based Quality Improvement Management, school principals are required to have the ability to: (1) describe school resources to support the implementation of teaching and learning, (2) as head of administration, (3) as a planning manager and teaching leader, and (4) has the task to organize, organize and lead the whole implementation of educational tasks in schools. It was also stated that as the head of administration, the principal is responsible for building school management and is responsible for implementing school management and policy decisions. Terry in Sutopo (1999: 12) ^[17], states several management functions to be carried out through the following roles: 1) Planner: for Planning, Budgeting, Programming, Decision Making, and Forecasting 2) Pengorganisasian (Organisier): for Structuring, Assembling, Resources, Staffing. 3) Mobilization (director): for Coordinating, directing, commanding, Motivating, leading 4) Monitoring (controller): for Monitoring, Evaluating, reporting conducted to achieve the goals set through the use of human resources and other resources. Stoner (1982: 8-13), argues that there are eight manager functions that need to be carried out in an organization, namely: a. work and through other people, b. with limited time and resources able to face various problems, c. accountable and accountable, d. think realistically and conceptually, e. Able to act as an intermediary, f. a political, g. a diplomat.

Wahyudi (2009: 68) ^[18] has explained that managerial skills are "one's ability to manage organizational resources based on the competencies set out in order to achieve predetermined goals". Wahyudi (2009: 68) ^[18] has explained that managerial skills are "one's ability to manage organizational resources based on the competencies set out in order to achieve predetermined goals". Kepmendiknas No. 044/U/2002 formulates the functions of the school committee as follows: 1) Encourage the growth of people's attention and commitment towards the delivery of quality education; 2) Cooperating with the community

(individuals/organizations/ business/industrial world) and the government is pleased with the implementation of quality education; 3) Accommodate and analyze the aspirations, ideas, demands and various educational needs proposed by the community; 4) Provide input, considerations and recommendations to the education unit. Matters influenced by the role of the school committee as found in several studies made by (yanti, 2018: 81; Ansari, 2018: 61; Mulyadi, 2015: 9; Yusuf, 2015: 10; Kurniawan, 2011: 122) [3, 2, 13] are related to school academic services. That in realizing a quality education in schools, one of the indicators depends on the intensity of actualizing the role of the school committee in the administration of education. This research model can be described as follows (figure 1)

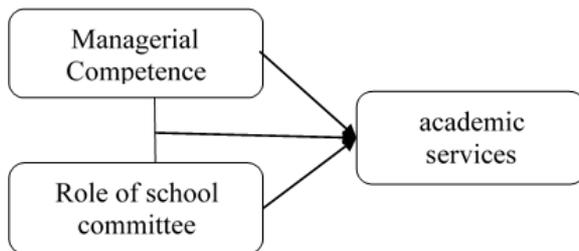


Fig 1: Research model

3. Research Hypothesis

1. There is an influence of the Principal's Managerial Competence on Academic Services at the Adventist Middle School in North Minahasa Regency.
2. There is an influence of the Role of School Committees on Academic Services in the Adventist Middle School of North Minahasa Regency
3. There is an influence of the Principal's Managerial Competence and the Role of School Committees jointly on Academic Services at Advent Advent Junior High School in North Minahasa Regency.

4. Research Method

The method used to get the data needed in this study is a survey method, with a quantitative approach. This research was conducted on all research subjects called population (Suharsimi Arikunto, 1988: 108) [5]. According to Sugiyono (2009: 117), Population is a generalization area that consists

of objects/subjects that have certain qualities and characteristics that are determined by researchers to be studied. Research time is based on the characteristics of the problem under study and the chosen research site, so the research has been carried out from October 2018 to January 2019.

The population in this study were all characteristics related to the three variables of this study, and the unit of population was Adventist Junior High School teachers in North Minahasa District, which totaled 115 teachers. (Sugiyono, 2011: 80). Data collection techniques used in this study are probability sampling techniques with a simple random sampling approach, and instruments used to capture data in the form of a questionnaire / questionnaire. Sugiyono (2009: 120). The research sample uses the formula of Taro Yamane error rate that is tolerated at 10%, thus obtained a rounded sample of 54 teachers in Adventist junior high schools (SMP) in North Minahasa, with the distribution of the sample as in table 1 as follows:

Table 1: Number of sample

No	Nama School	Number of sample
1	SMP Advent Kolongan	9
2	SMP Advent Kaima	8
3	SMP Advent Unklab	17
4	SMP Advent Paputungan	4
5	SMP Advent Wineru	4
6	SMP Advent Kawiley	6
7	SMP Advent Makalisung	6
Total		54

5. Result and Discussion

Descriptive statistics are used to analyze data by drawing data that has been collected and presented in a table, graph, or diagram in which there are calculations of mean (mean), median (middle value), mode (values that tend to appear), values maximum and minimum, and standard deviation (individual score deviations from the mean). Furthermore, as many as 54 junior high school teachers as an analysis unit are counted in descriptive statistics. Analysis activities were carried out using IBM SPSS Version 24 tools.

5.1 The influence of principals' managerial competence on academic services

Table 2: Simple regression results for principal's managerial competence in academic services

Source of constants	Coefficients ($\alpha=125,505$)	R	R ²	Result
Principal's Managerial Competence	$\beta=0,124$	0,119	0,014	Ho rejected dan Ha accepted

Based on table 2, it can be seen that the simple regression line equation is as follows: the magnitude of the constant (α) = 125.505 and the value of the regression coefficient of β = 0.124, so $Y = \alpha + \beta X = 125.505 + 0.124X$. Then, the hypothesis is tested and analyzed with data that has been collected, so that the truth of the answer is found. Ho can be accepted if $\beta = 0$ and Ho is rejected if $\beta > 0$. The calculation results from SPSS show that β (0.124) > 0, then Ha is accepted and Ho is rejected so that the principal's managerial competence significantly influences academic services. A constant value of (α) = 125.505 and is positive which means that if X cannot contribute ($X = 0$) to Y, then the value $\hat{Y} = 125.505$. The intersection point of the simple regression line is above the point 0, precisely at the point 125.505. The coefficient value for the principal's managerial

competence has a positive value of 0.124, which means that if the value of the principal's managerial competence increases by 1 point, the academic service value will also increase by 1 point by 0.124.

This coefficient is used to find out the variations that occur in the dependent variable (Y) which can be explained in the independent variable (X), as well as to find out the magnitude of the deviation from the Y variable. -the respective junior high schools contributed 1.4% to the academic services at Advent Minahasa District of North Minahasa District, and 98.6% were determined by other factors.

Based on the results of testing the effect of principals' managerial competence on academic services in the Advent Minahasa Utara North Junior High School, which is β

$(0.124) > 0$ so that H_a is accepted, which means the principal's managerial competence significantly influences academic services in junior high schools. The simple regression equation coefficient value for the two variables has a positive value of 0.124 which means that if the managerial competency value of the principal increases by 1 point, then the value of junior high school academic services will also increase by 1 point by 0.124. Principal's managerial competence has an influence of 1.4% on academic services, while 98.6% is determined by other factors. in accordance with the results of research from Suci Rahayu (2007:1).

Principal's managerial competence illustrates the principal's responsibility for tasks and roles in running the school for the better, where work support is provided, and relationships between personnel in the school can also influence academic services. As for the existence of the principal's managerial competence can affect academic services. The function of the principal as the highest leader in the school is demanded to be able to do the division of work to create a comfortable and good atmosphere in the school where there is strong support from colleagues. Academic services are high with

the active participation of teachers and staff in committee activities and decision making to solve problems in school. Willingness to deal with various characteristics of students and the use of time and energy well can last as long as supporting the principal's managerial competence to create smooth learning.

Poor headmaster managerial competence will create low academic services and an unpleasant atmosphere among personnel in the school so that the vision and mission of the school does not run as expected. The learning process which is not good makes education achievement not optimal and will result in student achievement also tends to decrease. In addition, the relationship between teachers and staff that are less harmonious and less involvement of teachers in decision making at school affects academic services. Therefore, the principal's managerial competence is one of the things that needs to be considered in order to achieve a quality educational institution.

5.2 The influence of the role of school committees on academic services

Table 3: Simple regression results for the role of school committees on academic services

Source of constant	Coefficients ($\alpha = 104,439$)	R	R ²	Result
Role of school committee	$\beta = 0,344$	0,378	0,143	Ho rejected dan H_a accepted

Based on table 3, it can be seen that the simple regression line equation is as follows: the magnitude of the constant (α) = 104.439 and the regression coefficient value of $\beta = 0.344$, so $\hat{Y} = \alpha + \beta X = 104.439 + 0.344X$. Furthermore, the hypothesis is tested and analyzed with data that has been collected, so that the truth of the answer is found. H_0 can be accepted if $\beta = 0$ and H_0 is rejected if $\beta > 0$. Calculation results show that $\beta (0.344) > 0$, then the role of the school committee has a significant effect on academic services. A constant value of (α) = 104.439 and is positive which means that if X cannot contribute ($X = 0$) to Y, then the value $\hat{Y} = 104.439$. The intersection point of a simple regression line is above the point 0, precisely at point 104.439. The coefficient value (β) for the role of the school committee has a positive value of 0.344, which means that if the value of the role of the school committee increases by 1 point, the value of junior high school academic services will also increase by 1 point by 0.344.

This coefficient is used to determine the variation that occurs in the dependent variable (Y) which can be explained in the independent variable (X), and to find out the magnitude of the deviation from the variable Y. In table 4.7 it appears that $R^2 = 0.143$, which means that the role of the school committee in each each concerned SMP contributed 14.3% to academic services, and 85.7% was determined by other factors.

The role of the junior high school committee influences its commitment in the school. This is based on the results of research in the Adventist Junior High School in North Minahasa Regency with $\beta (0.344) > 0$. The coefficient value

for the school committee has a positive value of 0.344 which means that if the value of the role of the school committee increases by 1 point, the value of academic services will also increase by 1 point amounted to 0.344. Therefore, the role of the school committee has a significant positive effect on academic services and has a contribution of 14.3% to academic services, while 85.7% is determined by other factors. The results of the study are in accordance with the opinion of Luthans (Djumadi, 2006: 414) which states that the role of the school committee is a variable that can affect commitment. In addition, the results of this study are consistent with the results of research from Suci Rahayu (2007: 1) which states that the role of school committees has a positive and significant effect on academic services.

The influence of the role of the school committee on commitment to monitor the developments that occur in schools from this research is seen from the appreciation of work, recognition in school organizations, and opportunities to develop themselves. Rewards for work in each school include: regular incentives and opinions given, as well as facilities that are comfortable enough and available to support working in schools. Recognition to committees in schools by principals and other colleagues can be seen from their participation in high school activities, fair treatment based on committee commitments in overseeing school development trips, and providing opportunities for committees to be involved in decision making at school.

5.3 The influence of principal's managerial competence and role of school committees

Table 4: Multiple Regression Results for Principal's managerial competence and the Role of School Committees with Academic Services

Source of constant	Coefficients ($\alpha = 112,712$)	R	R ²	Result
Principal's Managerial Competence	$\beta = 0,090$	0,385	0,148	Ho rejected dan H_a accepted
Role of school committee	$\beta = 0,382$			

Based on table 4, it can be seen that the equation of the double regression line is as follows: the magnitude of the constant (α) = 112.712 and the value of the regression coefficient of $\beta_1 = 0.090$ and $\beta_2 = 0.382$, so $\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 = 112.714 + (0.090) X_1 + (0.382) X_2$. Furthermore, the hypothesis is tested and analyzed with data that has been collected, so that the truth of the answer is found. H_0 can be accepted if $\beta_1 = 0$ and $\beta_2 = 0$, while H_0 is rejected if $\beta_1 > 0$ and $\beta_2 > 0$. Calculation results show that $\beta_1 (0.090) > 0$ and $\beta_2 (0.382) > 0$, then H_a is accepted and H_0 is rejected so competence The managerial principal of the school and the role of the school committee have a significant effect on academic services in Adventist Middle Schools in North Minahasa Regency. A constant value of (α) = 112,714 and negative, which means that if X cannot contribute ($X_1 = 0$ and $X_2 = 0$) to Y, then the value $\hat{Y} = 112.714$. The intersection of the simple regression line for $X_1 = 0$ and $X_2 = 0$ is below the point 0, precisely at the point 112,714. The coefficient value (β) for the principal's managerial competence and the role of the school committee is positive which means that if the Adventist Junior High School academic services in North Minahasa Regency will increase if the principal's managerial competence and the role of the school committee are improved. If the principal's managerial competency score increases by 1 point, the academic service value in Advent Minahasa Junior High School will also increase by 1 point by 0.090 provided that the value of the role of the school committee is fixed. Then, if the value of the role of the school committee increases by 1 point, then the value of academic services at the North Minahasa Adventist Junior High School will also increase by 1 point by 0.382 on condition that the managerial competency value of the principal remains.

This coefficient is used to determine variations that occur in the dependent variable (Y) which can be explained by the independent variables (X_1 and X_2). Table 14 shows that $R^2 = 0.148$, which means that the principal's managerial competence and the role of the school committee in each Adventist Middle School in northern Minahasa contribute 14.8% to academic services while 85.2% is determined by other factors.

Based on the results of the double regression test between the Principal's managerial competence and the role of the school committee on Academic Services in the Adventist Middle School of North Minahasa Regency, $\beta_1 (0.090) > 0$ and $\beta_2 (0.382) > 0$, then H_a is accepted and H_0 is rejected so that the managerial competence of the principal and the role of the school committee has a significant effect on Academic Services. The coefficient value for the principal's managerial competence and the role of the school committee is positive which means that if academic services will increase if the principal's managerial competence and the role of the school committee are improved. If the principal's managerial competency score increases by 1 point, the academic service value will also increase by 1 point by 0.090 provided that the value of the role of the school committee is fixed. Then, if the value of the role of the school committee increases by 1 point, then the value of academic services will also increase by 1 point by 0.382 with the condition that the managerial competency value of the principal remains. The effect of 14.8% on academic services, while 85.2% is determined by other factors not explained in this study. The results of the study indicate that

the principal's managerial competence and the role of the school committee can influence academic services.

Based on the results of the double regression test between the Principal's managerial competence and the role of the school committee on Academic Services in the Adventist Middle School of North Minahasa Regency, $\beta_1 (0.090) > 0$ and $\beta_2 (0.382) > 0$, then H_a is accepted and H_0 is rejected so that the managerial competence of the principal and the role of the school committee has a significant effect on Academic Services. The coefficient value for the principal's managerial competence and the role of the school committee is positive which means that if academic services will increase if the principal's managerial competence and the role of the school committee are improved. If the principal's managerial competency score increases by 1 point, the academic service value will also increase by 1 point by 0.090 provided that the value of the role of the school committee is fixed. Then, if the value of the role of the school committee increases by 1 point, then the value of academic services will also increase by 1 point by 0.382 with the conditions that the managerial competency value of the principal remains. The effect of 14.8% on academic services, while 85.2% is determined by other factors not explained in this study. The results of the study indicate that the principal's managerial competence and the role of the school committee can influence academic services.

6. Conclusion

Based on the results of the research and discussion in the previous chapter regarding the influence of the principal's managerial competence and the role of the school committee on the academic services of Advent Advent Junior High School, North Minahasa Regency, the following conclusions can be drawn: 1. There is a significant influence between principals' managerial competence on junior high school academic services, with a contribution of 14.8%. 2. The role of the School Committee significantly influences the junior high school academic services with a proven contribution of 14.3%. 3. Principal's managerial competence and the role of the principal have a significant effect on academic services in the Adventist Middle School of North Minahasa Regency. The contribution made to the commitment of Adventist Junior High School teachers in North Minahasa Regency was 15.7%, while 84.3% was determined by other factors not explained in this study.

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