

The Knowledge of Supervision Effect's Toward Accountability of Junior High School Headmaster

Yesi Elfisa¹, Saukani²

¹Universitas Merangin, Jambi, Indonesia, ²Universitas Jambi, Jambi, Indonesia

Corresponding author e-mail: yesielfisa86@gmail.com

Abstract: This study aimed to assess the direct effect between the variable of knowledge of supervision toward accountability of Junior High School headmaster in Jambi Province. This research was a quantitative study using a survey method conducted against the headmaster of Junior High School. The sampling technique using the simple random sampling with a population of 550 and 123 samples. In this research found that the significant difference between knowledge of supervision toward the headmaster accountability of Junior High School amounted to 17.012. then, this study was useful for government and the headmaster of Junior High School in Muaro Bungo, Sarolangun and Kota Jambi region. and the novelty of this study was the knowledge of supervision is the main concept should be mastered by headmaster to be accountable.

Keywords: Accountability, Headmaster, Knowledge of Supervision

A. Introduction

In the elucidation of Law Number 20 of 2003 (RI, 2013) concerning the national education system, the general section explains that education has a mission, one of which is to increase the professionalism and accountability of educational institutions as a center for cultivating knowledge, skills, experience, values and attitudes based on national standards. This goal will not be achieved if the accountability of teachers and headmaster is still questionable, they are still below the standards set. In other words, the educational goals will be achieved if the headmaster's accountability is very good (Bafadal et al., 2019; Bin Nordin, 2020). The central government gives authority to headmaster to manage schools (Kretchmar & Zeichner, 2019). The headmaster is the first person to coordinate efforts to improve quality learning (Suliah & Arafat, 2019). They are appointed to positions that have accountability, coordinating joint efforts to achieve educational goals at the school level.

However, the headmaster needs to change their work orientation and culture. Sharpening the role and responsibilities of them from being just a leader to being an administrator, supervisor and learning supervisor is intended to empower them in

supporting the quality of teaching in schools (Ali et al., 2016). Because of the wide scope of tasks and roles that must be carried out, they have not prioritized which role to play first. So, the results are varied and difficult to account for. This condition illustrates that their knowledge of supervision is not optimal.

To support some of the things that the researchers mentioned above, the researcher tried to conduct a survey pattern to obtain more accurate data related to the accountability of headmasters (Elfisa & Saukani, 2020), from the results of pre-research conducted on 30 headmasters it was found that they had not been able to maintain school sustainability, where it is proven that it has not been able to create harmony and comfort between teachers and students. In addition, the tasks that they had given to subordinates are not supported by the availability of existing facilities and infrastructure. The weaknesses in the supervisory knowledge variable possessed by them are; 1) there are still difficulties in mastering terms and facts about supervision, 2) they still felt difficulties for giving awards and punishments to subordinates and 3) the classification of giving instructions on the implementation of work on underperforming subordinates.

Based on the description above, it can be stated that the main theme of this study is the problem of "The headmaster accountability" (Susanto, 2005). In accordance with the existing phenomena. Where the variable chosen to explain it is knowledge of supervision (Halidi, 2014). The assumptions used to explain the influence of inter-variable researchers include the better knowledge of supervision, the better the accountability of the headmaster.

B. Methods

In accordance with the problem, the research approach used is a survey research method with a causal approach to path analysis. In this study, the dependent (bound) variable is the headmaster accountability, while the independent (free) variable is knowledge of supervision.

The sample of this research was 138 headmasters of Junior High Schools in Jambi Province. The determination of the number of samples refers to the Krecjie table on the basis of an error rate of 5% and a confidence level of 95% of the population. Data collection techniques that will be carried out in this study are questionnaires and documentation.

Based on the consideration of the research objectives, the data analysis method used in this study was a qualitative descriptive method, namely statistics that function to describe or provide an overview of the object under study through data or population as it is, without conducting analysis and making general conclusions.

then, the quantitative verification method is the analysis used to test hypotheses using statistical calculations. The steps that must be taken first are to test the quality of the data and test the classical assumptions, after that a regression equation is carried out to see the effect of the independent variable (X) on the dependent variable (Y).

C. Results and Discussion

The data in this study used primary data collected by questionnaires. Questionnaires were distributed directly by researchers to headmasters in Muaro Bungo Regency, Sarolangun Regency and Jambi City totaling 138 questionnaires and only 130 questionnaires were received. There were 7 questionnaires that were not filled in completely so they had to be aborted. The total data that can be processed further is 123 (89.13%). Delivery and collection of questionnaires was carried out directly with the aim of obtaining a high return rate of questionnaires, this situation can be seen from the relatively high response rate in this study, namely 89.13%. While the questionnaires that were not returned were due to the busyness of them.

From the data obtained, the number of male respondents was 87 people or 70.73%, and female respondents were 36 people or 29.27% of the total respondents. From the data it can be seen that the majority of headmaster of state Junior High Schools in Muaro Bungo Regency, Sarolangun Regency and Jambi City were mostly men. Meanwhile, the education level of them had a good level of education. Based on data 111 people or 90.24% of the respondents had an undergraduate degree, and 12 people or 9.76% had a master's degree.

After obtaining the data from the accountability score frequency distribution, the data is then grouped into five categories, namely: strongly agree, agree, moderately agree, disagree and strongly disagree. The results of grouping scores from 123 respondents obtained the result that respondents who stated that they strongly agreed with the statements submitted were 12.09%, those who agreed were 49.54%, who stated that they quite agreed were 34.58% and those who disagreed were 3.79%. Based on the acquisition of a total score of the accountability variable of 13,650, when viewed based on the criteria for the percentage of the respondent's score on the ideal score in the scale range above it appears that the accountability variable is included in the range 12,546-15,498 in the Good Criteria, which shows that the accountability of the headmasters has been ongoing with Good. Classification of the score of respondents' answers from the accountability variable with a score range of 2,952.

From the responses of the respondents above, a total score of the accountability variable was obtained of 13,650. When viewed based on the criteria for the percentage of the respondent's score on the ideal score in the scale range above, it

appears that the accountability variable is included in the range 12,546–15,498 in the Good Criteria, which indicates that accountability has been going well. The purpose of supervision is to provide services to teachers in order to improve their teaching abilities and develop the professional potential of teachers. Supervision must be carried out with regular frequency. Supervision that is carried out only once can be said to be not good supervision. There are no definite guidelines regarding how many times supervision should be carried out. Which is used as a general guideline, supervision usually depends on the degree of difficulty of the work being done, as well as the nature of the adjustments to be made. Knowledge about supervision is the cognitive ability to recognize and remember theories related to supervision to improve teacher professionalism (Sheridan & Tindall-Ford, 2018). The indicators of knowledge about supervision are: 1). guidance and direction; 2). help solving problems; 3). giving rewards and punishments; 4). Giving instructions on work implementation.

After obtaining data from the frequency distribution of knowledge scores about supervision, then the data is grouped into five categories, namely: strongly agree, agree, moderately agree, disagree and strongly disagree. The results of grouping scores from 123 respondents with indicator 1). guidance and direction, 2). help solving problems, 3) giving rewards and punishments, 4). Providing work implementation instructions. The results obtained were that respondents who strongly agreed with the statements submitted were 7.51%, those who agreed were 40.76%, who stated that they quite agreed were 40.51% and those who disagreed were 11.22%. Based on the acquisition of a total score of the supervision variable of 12,714, when viewed based on the criteria for the percentage of the respondent's score on the ideal score on the scale range it appears that the knowledge variable about supervision is included in the range 12,546–15,498 which is in the Good Criteria, which shows that the knowledge about supervision possessed by Headmasters of Junior High School is good.

From the results of the respondents' responses above, it was obtained that the total score of the knowledge variable about supervision was 12,714. When viewed based on the criteria for the percentage of respondents' scores on the ideal score in the scale range above, it appears that the knowledge variable about supervision is included in the range 12,546–15,498 which is in the Good Criteria, which shows that knowledge regarding the supervision of the headmasters of Junior High School has been going well.

D. Conclusions

Knowledge of Supervision as measured by the accountability of the school headmasters is proven to have a positive and significant effect on the level of

accountability of them. Thus, the level of accountability of them is explained by knowledge of supervision. The magnitude of the influence of their knowledge supervision which directly affects the accountability. Based on the findings of this study, it can be concluded that the research hypothesis which states "Knowledge of Supervision has a significant effect on the accountability of headmasters" can be accepted. This means that the headmaster's supervisory knowledge has a good effect on his accountability to subordinates

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