



Personality and Professionalism Competence Problems Faced by Principals: A Descriptive Analysis

Ahmad Nurabadi¹(✉), Imam Gunawan¹, Ibrahim Bafadal¹, Min-Ling Hung², Maulana Amirul Adha³, and Ovela Yusma Valenda¹

¹ Universitas Negeri Malang, Malang 65145, East Java, Indonesia
ahmad.nurabadi.fip@um.ac.id

² Teacher Education Center, Ming Chuan University, Taoyuan, Taiwan

³ Universitas Negeri Jakarta, Jakarta, Indonesia

Abstract. The purpose of this study was to identify the problems faced by school principals related to personality and professionalism competencies, to achieve these objectives, a quantitative approach was used with a descriptive research design. The respondents of this study were 41 principals, while the data analysis technique used descriptive analysis. The results of the study indicate that the priority issues related to the personality competence of the principal that must be resolved are as follows: anarchistic, self-encumbered, narcissistic, magical orientation, inferior, and self-isolation. Furthermore, with regard to professional competence, the sequence is as follows: the extent of problems faced by schools, high administrative burdens, educational policies, low student achievement, barriers to performance evaluation, and low teacher quality.

Keywords: Problem · Principals · Personality · Professionalism

1 Introduction

The principal's performance as a leader is a guarantee of the success of an educational service in schools [1, 2]. This means that the success of the school is determined by the role played by the principal. The realization and efforts to achieve school goals depend on the driving force and determinant of policy direction, namely the principal. The principal is the driving factor in the realization of the school's vision, mission, goals, and objectives through programmed school policies. As various research results state that school success is determined by the leadership of the principal [3]–[5], therefore a principal who has superior and reliable competence is needed.

The principal as a leader currently has a very difficult task in order to achieve school progress. Where educational services provided by schools must meet the expectations of the community, so school principals must always adjust their competencies and abilities [6, 7]. This role requires school principals to improve their performance and professionalism in line with changes and community demands [8, 9].

Principal professionalism will not exist without efforts to identify the challenges faced by principals in terms of their professional practice in schools [10, 11]. Suryanty [12] mentions that there are several things that can hinder the professional development of school principals, including the low mentality of the principal, and the low insight of the principal, which of course has implications for the principal's productivity. Not only on the aspect of professional competence, the personality aspect of the principal should also be considered, because this personality competence will affect the style and behavior of the principal's leadership [13, 14], so it is also necessary to identify what challenges are faced by the principal in the aspect of his personality. Adequate personality competence of the principal will certainly be an ideal role model for school members.

Competencies and skills that support the implementation of tasks, must be possessed by a school principal in carrying out his role in school. Especially in the current digital era, as well as the pressure of the existing pandemic, without having qualified skills, of course the principal will not be able to lead the school properly [15, 16]. The digital era, which is marked by the strong influence of ICT in the educational process, increasingly fierce competition and openness, brings its own challenges for school principals [17, 18]. The principal has the responsibility to develop staff, curriculum, and the implementation of education in his school, in order to achieve quality in schools.

The implementation of quality education services in schools cannot be separated from the role of the principal. The principal must be able to guide the school community to achieve the goals in accordance with the vision that has been set [14, 19], so a principal who has high competence is needed to improve school effectiveness. The competence of the principal is an important problem that changes from time to time so it needs serious attention for the progress of the school [15, 20, 21]. Of course, if the personal competence and professionalism of the principal is not supportive, it will result in a decrease in the work enthusiasm of teachers and staff, thereby reducing school effectiveness. As explained above, the purpose of this study is to identify the problems faced by school principals related to personality and professional competence.

2 Methods

A quantitative approach with a descriptive research design is used to identify the problems faced by the principal related to personality competence and professional competence. Respondents in this study were 41 Principals of Elementary Schools in Malang City, Indonesia. The data collection instrument used a questionnaire, with a measurement scale using a Likert scale, alternative answer choices 1 (disagree)–4 (strongly agree). The research instrument is divided into two sections, the first section relates to personality problems identified into 6 indicators, including inferior indicators (5 items), self-isolation (5 items), self-burdened (7 items), magical orientation (3 items), narcissistic (6 items) and anarchistic (3 items). The second section deals with professionalism issues which are identified into 6 indicators, including indicators of low student achievement (5 items), high administrative burden (2 items), education policy (5 items), the extent of problems faced by schools (2 items), obstacles in performance evaluation (1 item), and the low quality of teachers (6 items).

Table 1. Problem Criteria

Zone	Criteria	Explanation
Critical	1.00–1.75	Principals face very serious problems, and need very serious attention from policy makers
High	1.76–2.50	Principals face serious problems, and need serious attention from policy makers to overcome problems
Sufficient	2.51–3.25	School principals are facing serious problems, and still need attention from policy makers
Low	3.26–4.00	Principals do not face very serious problems, and do not need serious attention from policy makers

Data analysis used descriptive analysis technique, with the help of SPSS 24.0 program. To see the trend of the research results, in order to determine the priority analysis of the problem, the average calculation for each indicator is carried out. While the determination of the problem criteria is guided by Table 1, which was adapted from the classification compiled by Maulina et al. [22], where the average value is classified into 4 problem level zones, namely critical, high, sufficient, and low.

3 Result and Discussion

As previously explained, the results of the study describe the tendency of the problems faced by school principals related to personality and professionalism competencies based on instruments filled out by 41 school principals in Malang City.

The first problem is related to personality competence. Problems in the personality aspect of the principal were identified based on 6 indicators, namely indicators of inferior, self-isolation, self-burdened, magical orientation, narcissistic and anarchistic. It can be seen in Table 2, based on the priority analysis that has been carried out, it is known the priority problems that must be resolved immediately. In detail, it can be explained that the first priority problem is anarchism which is in the sufficient criteria. The “anarchistic” indicator which is in the “sufficient” criterion shows that the principal has a tendency to carry out strict and strict supervision in the school, then school affairs must be resolved according to the structure, and the principal always demands that teachers and staff complete tasks correctly and perfectly.

The second priority problem is being burdened by the “sufficient” criteria. The “self-encumbered” indicator shows that principals have a tendency to perceive the principal’s position as a challenge, can always complete school work well, and assume that work as a principal is always bound by complicated mechanisms. The third priority problem is narcissism which is in the “sufficient” category. The “narcissistic” indicator shows that the principal has a tendency to assume that the success and failure of the school is due to him, and considers all his ideas and ideas worthy of being supported by the entire school community. The fourth priority problem is the magical orientation which is in the “sufficient” category. The “magic orientation” indicator shows that the principal has

Table 2. Description of Personality Competence Problems

No	Problem	Mean	Criteria	Priority
1	Inferior	3.41	Low	5
2	Self-isolation	3.54	Low	6
3	Self-burdened	2.99	Sufficient	2
4	Magical orientation	3.16	Sufficient	4
5	Narcissistic	3.13	Sufficient	3
6	Anarchistic	2.94	Sufficient	1

a tendency to assume that school success is determined by extraneous factors such as luck, and not from the abilities of the principal.

The fifth and sixth priority problems are inferior and self-isolation which are in the “low” category. This shows that principals do not have serious problems with these indicators. This means that the principal has a positive attitude in all circumstances, and the principal believes he has the initiative, idea, or thoughts for school development. Principals also have the belief that interacting with teachers, staff, and parents is beneficial for school development, furthermore the principal also believes together and shares with school member to generate ideas and inspiration in developing schools.

The second problem relates to professional competence. Problems in the professionalism aspect of school principals are identified based on 6 indicators, namely indicators of low student achievement, high administrative burdens, education policies, the extent of problems faced by schools, obstacles in performance evaluation, and low teacher quality. Based on the problem priority analysis that has been carried out, as shown in Table 3, it is known that the first priority problem is the extent of the problems faced by the principal, which is in the “high” criteria. This means that school principals face serious problems with these indicators. The indicator of “the extent of problems faced by schools” shows that principals face many problems related to their professional practice, and the problems faced by principals are complex and time-consuming. The second priority issue is the high administrative burden, which is in the “high” criteria. This shows that school management is becoming increasingly difficult and time-consuming due to the high administrative workload.

The third priority issue is education policy, which is in the “sufficient” criteria. The indicator of the problem of “education policy” shows that school principals face problems related to policies in the field of education that are confusing and overlapping with other policies, coupled with policies or regulations that alternate with other policies. The fourth priority problem is the low student achievement, which is in the “sufficient” criteria. The fourth priority issue shows that principals also face problems related to student achievement. Furthermore, the fifth priority problem is the obstacles in performance evaluation, which are in the “sufficient” criteria. Problems in performance evaluation can be shown by the success of the performance evaluation is determined by the element of personal closeness. The last priority problem is the low quality of teachers, who are in the “sufficient” criteria. This indicator shows that principals face problems such as

Table 3. Description Of Professionalism Competence Problems

No	Problem	Mean	Criteria	Priority
1	Low student achievement	2.76	Sufficient	4
2	High administrative burden	2.48	High	2
3	Education policy	2.56	Sufficient	3
4	The extent of problems faced by schools	2.07	High	1
5	Obstacles in performance evaluation	3.07	Sufficient	5
6	Low quality of teachers	3.13	Sufficient	6

unprofessional teachers, the low quality of learning carried out by teachers, and of course the low quality of teachers owned by the school.

The principal is a formal leader who certainly cannot be filled by just anyone, meaning that the principal must be a person who has competent competencies and abilities [23, 24]. Principals are expected to be able to encourage the achievement of quality in schools, of course this needs to be supported by increasing the competence of principals. The results showed that the problems faced by school principals related to aspects of personality and professionalism, which needed to be solved.

The principal is a professional official in the school who is in charge of managing all resources to realize school excellence [25, 26]. As educational leaders in schools, principals should have the ability and willingness to create a conducive and enjoyable learning environment. In the context of the principal's task, the principal's personality competence depends on the individual to the school itself [27], therefore the principal is expected to try to build a positive character.

Principals need to have adaptive abilities, in order to keep up with the times. Previous research stated that there are several things that must be considered in the development of personality abilities, namely character, intelligence, interests, temperament, personal traits and leadership types [12, 28, 29]. Principals who have personality competencies act by giving examples of thinking, acting and speaking, developing a religious culture, and instilling an attitude of commitment, loyalty and work ethic in carrying out their duties and obligations [30, 31].

There are several ways to seek the professional development of school principals [5, 12, 32], including (a) streamlining the school principal work discussion forum, by making the forum effective, various problems faced by schools can be discussed and problem solving is sought in a collaborative and targeted manner, (b) fostering the professional abilities of school principals, coaching principals can be held both formally and non-formally, and (c) forming professional discussion groups, professional discussion groups can involve experts from universities, high achieving school principals, supervisors schools to school committees.

Reflecting on the existing problems, the principal should not only look for mistakes when carrying out the supervisory function, a leader who is able to provide a positive influence and establish good cooperative relationships with school members can be called a professional leader [33, 34]. Effective principals always instill confidence in

their followers, not spread fear. Principals need to uphold organizational commitment, and use common sense in carrying out their leadership.

The principal as the key, in realizing a excellent school, should have qualified competencies, especially personal and professional competencies, so that they can become leaders in the true sense [35]. A principal who is professional and has a good personality will be a role model for all school members [36], which in turn can increase school productivity [37, 38]. This is certainly supported by the results of previous studies which state that a leader is said to be ineffective if he does not show a good personality [39, 40].

4 Conclusion

The competence of the principal is an important problem that changes from time to time so it needs serious attention for the progress of the school. The results showed that in the aspect of personality competence, the problem that became the first priority to be solved was anarchistic, followed by indicators of self-burdened problems, narcissism, magical orientation, inferiority, and self-isolation. The findings of this study indicate that the indicators of inferior problems and self-isolation are in the “low” category, which means that the principal does not encounter significant problems with these indicators. In relation to the problems faced by school principals in the aspect of professional competence, there are two indicators that are in the “high” category, namely the extent of problems faced by schools and the high administrative burden. Problems that have been identified need to be solved immediately so that school principals can carry out their duties and roles as well as possible for the betterment of the school. Based on the results of the study, it can be suggested for further researchers, so that the findings of this study can be used as a basis for further research, for example to find solutions to problems that have been identified. Practically, for policy makers in the field of education, the results of this research can be used as a basis in formulating policies or programs that can improve the competence of school principals.

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