



## THE IMPORTANCE OF COMPETENCE TOWARDS THE QUALITY OF EDUCATION SERVICES IN INDONESIA

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**Abstract:** The spread of Covid-19 in Indonesia till now has transformed particularly in education system which was marked by the issuance of the 4 Ministerial Decrees, thus affecting the learning process in educational units throughout Indonesia. Those phenomenon that used as an current object for this research is the quality of education services at State senior high school in West Java Province. This research aims to discuss the impact caused by competence on the quality of educational services. The research sample earned 381 respondents who was taken from a population of 54,150 people through Krejcie sampling technique. Collecting data used literature review and questionnaires with data analysis technique used SEM analysis and descriptive analysis. The results from this research has proven that the amount of the influence fr Competence to the Quality of Education Services at State Senior High Schools in West Java Province reached 0.55, which is quite strong and significant.

**Keywords:** Competence, Quality of Education Services.

### INTRODUCTION

The Coronavirus Disease 2019 (Covid-19) outbreak which entered Indonesia in early 2020, which was confirmed on Monday 2 March 2020 by President Joko Widodo, has changed the world particularly in health, economy, industry and education system. This changed in education system have been carried out continuously with the issuance of a Joint Decree of Four Ministers, namely the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 01/KB/2020, Number 516 of 2020, Number HK.03.01/Menkes/ 363/2020, Number 440-882 of 2020 which concern on Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Corona Virus Disease 2019 (Covid19) Pandemic, one of that decision was that educational units which located in Orange and Red Zone areas according to the data from National Covid-19 Handling Task Force was prohibited from conducting face-to-face learning processes in education units and changed to study from home activities.

In response to the Decree of the 4 Ministers, the Minister of Education and Culture of the Republic of Indonesia, Mr. Nadiem Anwar Makarim, were issued Circular Letter Number 4 of 2020 which concern about the Implementation of Education in the Emergency Period of Coronavirus Disease 2019 (Covid-19). In the circular letter, there are six important points that should be noted, namely these points are successively related to the National Examination, the process of learning from home, School Exams, grade promotion, New Student Admission and School Operational Assistance Funds (BOS). All of these points were arranged in order to be more cautious to the continuity of education in a conducive manner during the midst of the Covid-19 pandemic.

One of the important points in the policy is learning process from home. Through Circular Letter Number 4 of 2020 contained about the implementation of education policies in the emergency period of the spread of the corona virus (Covid-19) whose can be interpreted as follows, 1) Implementation of learning through online learning; 2) Learning is related to life skills regarding the Covid-19 pandemic; 3) Learning from home learning activities and tasks may vary between students, according to their respective interests and conditions; 4) The Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher without being required to give scores or quantitative values.

The Policies related to learning from home has changed the learning process from face-to-face to online-based learning (through internet). For school teachers at all levels who are accustomed to face-to-face learning, this condition creates unpreparedness in learning preparation. Changes that occur quickly and suddenly as a result of the spread of Covid-19 has forced everyone to be able to use technology. Through technology, the only bridge that can connect teachers and students in learning without having to face to face. By this rapid adjustment, those services in education need to continue to be improved at all levels.

West Java Province with total of 486 State Senior High Schools that according to three pillars of development in West Java Province, one of that is improving the quality and relevance of educational services that need to be optimized. Un optimal quality of education services in West Java Province has become a public service phenomenon that inseparable from the impact of various variables.

### **Governmental Science Theory**

Ndraha (2011:7) explained that Government Science could be defined as a science that studies how to meet and protect the needs and demands of each person for public services and civil services, in government relations, (so that they can be accepted) when needed by the person concerned. Effendy (2010: 59-60), government comes from the Greek or (kubernao) which means to control. Governance-related decisions to generate expectations, guarantee power, or check government performance include a separate process or a special part of the management or

leadership process. For this reason, humans create a government system to regulate its systems and processes that could produce better and correct service outputs.

### **Public Service Theory**

New Public Management is a decentralized management system with new management tools such as controlling, benchmarking and lean management (Denhardt & Denhardt, 2003). New Public Management could be refers as privatization as far as possible of government activities. New Public Management is generally seen as an approach in public administration that applies knowledge and experience gained in the management field and other disciplines to improve efficiency, effectiveness of public service performance in modern bureaucracies. New public management focuses on performance-oriented public sector management not into policy-oriented. The use of New Public Management paradigm has several consequences for the government, such as demands for efficiency, cost cutting, and tender competence. New Public Management provides a drastic change in public sector management from a traditional management system that seems rigid, bureaucratic, and hierarchical to a public sector management model which is flexible and more available to the market. These changed did not just small and simple changes. These changed had transformed the role of the government, especially in terms of the relations between the government and community (Mardiasmo, 2002:78).

Public administration began to introduce this New Public Management which is a new paradigm in the 1990s. New Public Management is an alternative that emphasizes in changing government behavior to become more efficient and effective. Its characteristics were include (1) focusing more on management not policies (2) having clear standards and performance measures (3) more emphasis on control of results/outputs (4) division of tasks into units under (5) Increasing the competition in the public sector (6) Focus on the application of public sector management styles (7) more emphasis on high discipline and not wasteful in using various sources (Hood, 1991).

### **Competency Theory**

Palan (2008:5) said that the terms of competecies, competence and competent which in Indonesian are translated as skills, Capability and empowerment referring to the state or quality of being able and appropriate. Competence is not only related to technical matters of work but also involves in social matters on work environment. Which means, an individual did not only needs to have knowledge and skills to carry out their works professionally according to the function of position or job, but they also needs to have the social skills to communicate and cooperate with other individuals. Therefore, it is necessary to choose competency models which are according to the structure of positions and types of work in an organization. In this context, Gunawan (2006:104) suggests:

In compiling the competency model, the organization seeks to translate the vision, mission and values of the organization into core competencies that used as basic of integrating organizational behavior between sections and functions. Beside that, determining the requirements of leadership competencies for each managerial position or head position, as well as defining competency requirements for each position function, for example teacher positions.

In order to find out the right competency model for each position or job, an in-depth research of the need for competency models is needed. For this reason, Spencer & Spencer (1993:94) shows the 6 steps to conduct a competency research such as (1) Define performance effectiveness criteria (2) Identify a category sample (3) Gathering data (4) Analyze data and develop a competency model (5) Validate the competency model and (6) Prepare its applications. Spencer and Spencer (1993:9) shows the following five characteristics of competence:

1. Motives/Pattern. Thing that a person consistently thinks about or wants that cause action. Motives “drive, direct, and select” behavior toward certain actions or goals and away from others.
2. Traits. Physical characteristics and consistent responses to situation of information.
3. Self-concept. A person's attitude, values or self-image.
4. Knowledge. Information that a person has in specific details.
5. Skills. An ability to perform in shape of physical or mental task.

From those five dimensions of competence which uttered by Spencer & Spencer certainly have different characteristics. From their explanation, it is known that knowledge and skill competencies are relatively easy to know and can be developed through education and training. However, the motive, trait and self-concept competencies are rather difficult to identify because they are in hidden competencies. Core motives and traits are the basic which could shape a person's characteristic.

Elicited from Spencer and Spencer (1993:10) competence always contains an intentions or goals such as motives, self-concepts or traits that cause an action to be taken which obtaining a result or achieve certain goals. Actions are carried out with knowledge and skill competencies. For organizations that do not develop motive, trait and self-concept competencies for their employees, do not expect a significant increase in productivity, profitability and quality of the products and services that they earned. Why is that, because everyone has their own motive, trait and self-concept in branding themselves to the work environment, and these motives, traits and self-concepts will influence their work behavior in carrying out tasks or work. From this perspective, to actualize each dimension which reflected as a characteristic of competence, it is necessary to understand the concept of each dimension as explained by Spencer & Spence.

## Service Quality Theory

Quality is a dynamic condition which affects products, services, people, processes and environment that meet or exceed expectations (Tjiptono in Gunawan & Prasetyo, 2020). According to Zeithaml et.al, one of the factors which affected on expectations is included under the general influence of external communication is price. This factor plays an important role in shaping expectations, especially for potential customers. To illustrate, for customers considering purchasing brokerage services for the first time, prices are likely to affected their choice of a particular type of broker (for example, full service versus discount broker) as well as their expectations of the selected broker. The security broker focus group interviewed, consisting of respondents already using brokerage services, revealed differences in expectations between full-service and discount brokerage users, implying a relationship between price levels and expectation levels. In this context, further Zeithaml et.al. (1990:20) suggests that the dimensions of service quality consist of tangibles, reliability, responsiveness, competence, courtesy, credibility, security, access, communication, and understanding the customer.

According to Zeithaml et al. (1990), perhaps the most revealing and most unique insight emerging from focus groups concerns that the criteria used by customers in assessing the service quality. Various examples and experiences shared by respondents with Zeithaml et al. From 12 focus groups gave Zeithaml et al. rich customer expectations, as reflected in the specific questions that customers seem to be asking and answering, in assessing service quality. After Zeithaml et.al were selecting these questions several times, it is clear that the same general criteria underlie a series of service-specific questions spanning four sectors. Zeithaml et al. identify ten general criteria or dimensions and label them tangibles, reliability, responsiveness, competence, courtesy, credibility, security, access, communication, and understanding of customers. The following bold contains brief definitions of these dimensions and illustrates each dimension with service-specific evaluative questions which emerged from the focus groups.

The basic assumption is the competence affects the quality of education services which according to the major premise which tells that competence is formed from intellectual capacity, quality of mental attitude and social integrity of teachers and education personnel in carrying out their work and professions in public high schools at West Java province. Therefore, conditionally and functionally the competence affects the quality of education services. This major premise were following minor premise: “Competency” has two relevant meaning – The first, addresses the ability of an individual to perform effectively in a job-relevant area.” (Shermon, 2004:11-12). With the major premise and the minor premise, a conceptual definition of the variable could be drawn up that competence is a particular skill which is actualized into a person's views, attitudes and work behavior at a public high school education environment in West Java Province which revealed from its motives, traits, self-concepts, knowledge and skills. From these conceptual definition, five dimensions of analysis are derived: (1) motives dimension (2) trait dimension (3) self-concept dimension (4) the knowledge dimension and (5) the skills dimension. Conceptual

definitions and dimensions of analysis are based on the opinion of Spencer and Spencer (1993:9) which had shown their five characteristics of competencies which were included Motives, Traits, Self-concepts, Knowledge and Skills.

According to the explanation above, competence could be said have a significant affect on the quality of public high school education services in West Java Province. Thus, the purpose of this research which is to analyze and arranged a new concept from the discussion results that relates to the impact of competence to the quality of education services at public high schools in West Java Province.

## RESEARCH METHODS

The research design used was a quantitative with causality method to prove a cause-and-effect relationship. The population of this research were 54 principals, 162 homeroom teachers and 4,050 students of class XII science, students of class XII social and students of class XII language at 2 public high schools in 18 regencies and 9 cities of West Java Province with a total population of 4,266 people. Based on the provisions listed through Krejcie table, it is known that with a total population of 57,150 people, the number of samples was 381 people from the population 50,000 people, thus the number of research samples was also 381 respondents. The variables of this research include competence (independent variable) and quality of education services (dependent variable).

Competence is a particular skill which actualized into a person's views, attitudes and work behavior at West Java Province State Senior High School Education environment which is revealed from motives, traits, self-concepts, knowledge and skills.

Quality of Education Services is the total quality management which organized by Educational Organization of StstreczsiuWest Java Province which is revealed from tangibles, reliability, responsiveness, competence, courtesy, credibility, security, access, communication, understanding.

**Table 1. Variable Operations**

Variable	Dimension	Manifest Variable
Competence Spencer and Spencer (1993:9)	Motives	1.1 Motive to dedicate 1.2 Motive to serve 1.3 Motive for success
	Traits	2.1 Adaptive 2.2 Responsive 2.3 Cooperative
	Self-Concept	3.1 Appearance 3.2 Attitude 3.3 Behavior
	Knowledge	4.1 General knowledge 4.2 Specific knowledge 4.3 Social knowledge
	Skills	5.1 Administrative skills

Variable	Dimension	Manifest Variable
		5.2 Technical skills 5.3 Social skills
Quality of Education Services  Zeithaml et.al. (1990:20)	Tangibles	1.1 Study room 1.2 Library 1.3 Extra school room
	Reliability	2.1 Education personnel reliability 2.2 Principal reliability 2.3 Teacher reliability
	Responsiveness	3.1 Response to student complaints 3.2 Responses to parents 3.3 Response to school committee
	Competence	4.1 Education personnel's ability 4.2 Principal's ability 4.3 Teacher's ability
	Courtesy	5.1 Friendliness 5.2 Politeness 5.3 Concern

Data analysis techniques used were literature studies and questionnaires with aim in obtaining references, theoretical foundations and collecting primary and secondary data. The preparation of this research questionnaire were consisted of 15 Competency items and 30 Education Service Quality items through a Likert scale. The data analysis technique would be processed via SEM Analysis (Structural Equation Model) in order to investigate and reveal the correlation between research variables (Ghozali, 2004).

## FINDINGS AND DISCUSSION

### Results

The validity test result from the manifest variables between the Competence and Service Quality variables could be said were valid. This proven by all standardized solution values greater than 0.50 and T-value greater than 1.96. Derived from the reliability test result/ construct reliability and variance extract exogenous latent variables Competence produces good scores. This can be seen from construct reliability (CR) of 0.97 and variance extracted (VE) of 0.67. Thus, the results from the construct reliability test shows that all indicators of the exogenous latent variable Competence and Service Quality have a construct reliability value greater than 0.70 and extract variance value which also greater than 0.50. Thus, it can be stated that the indicators on the exogenous latent variable Competence have a very appropriate level of internal consistency or in other words, those manifest variable which structured on the exogenous latent variable Competence can be declared reliable (reliable) at the level of the latent variable.

The Chi-Square value is quite large 829.46 and  $p = 0.00 < 0.05$ . So it can be interpreted from the Chi-Square that the match is not good, what is desired is a small Chi-Square and  $p > 0.05$ . The NCP value 664.36 which is quite a large value 90% from the internal confidence of the

NCP (577.05; 759.21) was wide, so based on the NCP it can be concluded that the overall fit of the capital is not good enough. The RMSEA value of 0.096 meaning it was greater than 0.08 that indicates if the overall fit of the model is at marginal fit, a good RMSEA value was 0.05 close fit and < RMSEA 0.08 good fit and 90% internal confidence from the RMSEA ( 0.090 ; 0.10), and the RMSEA value of 0.10 is within that interval. This could be means that the estimated RMSEA value has a good level of precision with a value of 0.10 indicates that RMSEA shows a marginal fit. P-value for test of close fit (RMSEA < 0.05) = 0.00 < 0.05, then overall fit of the model is not good, the desired P-value for test which nearest fit was 0.05.

Based on these model test result, the hypothesis proposed that could be proven in this research by following this hypothesis test result are:

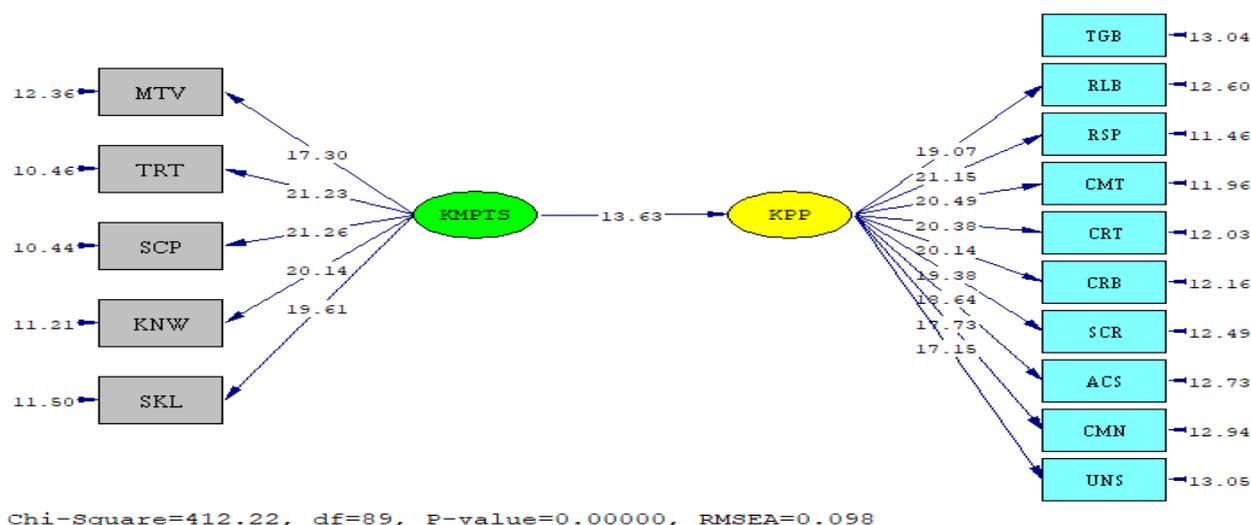


Figure 1. Hypothesis Output

Based on Figure 1, it is known that there has occurs the influence between Competence and Quality of Educational Services with path diagram of the model test results shows a T-Value of 13.63 by a 95% confidence level which is black. The T-Value value of 13.63 > 1.96 was proven that the hypothesis was accepted and has a significant affect. The regression equation for this Competence on Education Service Quality could be drawn as follows:

$$\begin{aligned}
 \mathbf{KPP} &= \mathbf{0.74 * KMPTS, Errorvar.= 0.45, R^2 = 0.55} \\
 &\quad \mathbf{(0.055) \quad (0.052)} \\
 &\quad \mathbf{13.63 \quad 8.56}
 \end{aligned}$$

The amount of the influence which occur from competence to the quality of education services was  $R^2 = 0.55 * 100\% = 55\%$ . Meaning that the impact of competence to the quality of

education services could be explained by 69%. The results from Second Confirmatory Factor Analysis (2<sup>nd</sup> CFA) shows that the Traits Dimension (0.87) is the most dominant factor in the process in shaping the magnitude of the influence which the exogenous latent variable Competence on the endogenous latent variable Quality of Educational Services.

## Discussion

From the descriptive analysis of various information which obtained from the research informants and through the ASOCA analysis approach, the practical implications of the cooperative are included in Traits which 8one of the dimensions of Competence for State Senior High School administrators. The practical implications in question are as follows:

First, the cooperative ability between education staff and students should be based on the ability to understand the adaptation of new habits to anticipate the threat of COVID-19 pandemic and will impact to health, individuals, families and communities as well as its consequences on education. The cooperative ability from education staff and students is not only useful for anticipating the threat of COVID-19 pandemic on health; but also at the same time it is very useful to developing distance learning collaborations. Thus, cooperative abilities need to be fostered as new awareness, new habits and new enthusiasm among education providers and students. This cooperative ability turns out not only to provide a strong motivation to survive; but at the same time provide a strong driven factor to innovate and be more creative. Through this abilities, education providers and students will certainly continue to strive to carry out educational functions with appropriate methods and media during COVID-19 pandemic. Cooperative ability inherent in individual behavior and collective behavior is one of the dimensions from the competence of school administrators. This cooperative ability is very much needed to carry out Distance Learning during covid-19 pandemic. Although it will facing with limited resources and distance of activities, through this cooperative abilities, the implementation of educational function through distance learning activities in public high schools can still meet the learning needs of students.

Second, just like cooperative abilities which should be provided with Strength conducive work environment to the development of a togetherness spirit and cooperation of teachers and staff who help and strengthen each other with effective communication and work coordination. With such a strength, it would be lift up the competence from educational staff in carried out their duty which according to the demands and challenges of education during COVID-19 pandemic, so that the performance of educational services at those public high schools can still meet the learning needs of students.

Third, these abilities and strengths are lead to achieve opportunities that enable or trigger the development of educational methods and media that are useful to improving the quality of educational services. The quality of education services is one of the factors which supporting the

implementation of an effective national education system. Through these abilities, strengths and opportunities, various strategic steps need to be taken in an effort to optimize the quality of education services which ensure the effectiveness of Distance Learning at State Senior High Schools.

Fourth, these abilities, strengths and opportunities then will developed into school culture values. The cultural values in question were include beliefs, norms and school ethics in implementing various policies and teaching and learning activities at schools. These values are institutionalized to optimize the competence of school administration in order to create a Distance Learning Culture at State Senior High Schools that supports the implementation of an effective national education system.

Fifth, Through abilities, strengths, opportunities and culture, various efforts were made to reorient schools to create those states high school as an institution for the development of Agility (intelligence) for the young generation that can be relied upon to prepare future leaders of the nation. In time, these abilities, strengths, opportunities, culture and agility (ASOCA) need to be institutionalized as well as to maximize the implementation of education function at schools in order to realize a modern, professional, national standard high school learning competency and support the effectiveness from the implementation of the national education system to prepare future leaders of the nation who are honest, trustworthy and reliable in formulating and or implementing various public service policies to improve the welfare of the community.

## CONCLUSION AND SUGGESTION

The huge amount of these influence from competence to the quality of education services at States High School in West Java Province has reached 0.55, which is quite strong and significant. This magnitude of the influence from the Competence to the Quality of Education Services at the State Senior High School was determined by 15 manifest variables. The existence from those impact has shown that between Competence of States Senior High School and its Quality of Education Services has a significant causal relationship: if the Competence from State Senior High School could be improve or increased, then those increase in competence would be following by an increase in the Quality of Education Services aswell. Therefore, improving the quality of education services at states high schools in West Java province can be increased by increasing the 15 manifest variables from the competence of states high school administrators. The twelve manifest variables from the Competence of State Senior High School Administrators are: (1) motive to dedicate (2) motive to serve (3) motive to achieve success (4) adaptive (5) responsive (6) cooperative (7) appearance (8) attitude (9) behavior (10) general knowledge (11) specific knowledge, (12) social knowledge (13) administrative skills (14) technical skills and (15) social skills.

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