*Research Article*

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# Headmaster Accountability: Study of Self Concept And Interpersonal Communication (Case Study at Public Junior High School of Jambi Province)

*(Akuntabilitas Kepala Sekolah: Studi Konsep Diri dan Komunikasi Interpersonal: Studi Kasus di SMP Negeri Provinsi Jambi)*

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| Informasi Artikel | ABSTRACT |
|---|---|
| | *This study aims to assess the direct effect between the variable self-concept and interpersonal communication on headmaster's accountability of Public Junior High School. The usefulness of the research were to reveal the nature of self-concept, Interpersonal communication and the nature of headmaster accountability. This research is a quantitative study using a survey method conducted against the Headmaster of Public Junior High School In Jambi province. The sampling technique that used was the Simple Random sampling with a population of 550 and 123 samples. Three hypothesis of the study included; 1) is there any influence of self-concept toward headmaster's accountability of Public Junior High School, 2) ) is there any influence of interpersonal communication toward headmasters' accountability of Public Junior High School, 3) is there any influence of self-concept and interpersonal communication toward headmaster's accountability of Public Junior High School. Analysis tools with path analysis, followed by analysis determination (R Square), partial hypothesis test (t test) and test simultan (F test), with α = 0.05. The results of that study; 1) Self-concept had positive and significant effect on the headmasters' accountability; 2)Communication had positive and significant effect on headmasters' accountability; and 3) Self-concept and Interpersonal Communication had positive and significant effect toward headmasters' Accountability of Public Junior High School Jambi Province. That the better headmasters' self-concept and Interpersonal Communication, the headmaster's Accountability will also be getting better.*<br>***Key words:*** *Accountability, Self-concept, Interpersonal Communication, headmaster* |
| Penerbit | ABSTRAK |
| | Penelitian ini bertujuan untuk menilai pengaruh langsung antara variabel konsep diri dan komunikasi interpersonal pada akuntabilitas kepala sekolah di SMP Negeri. Kegunaan dari penelitian ini adalah untuk mengungkapkan sifat konsep diri, komunikasi interpersonal dan sifat akuntabilitas kepala sekolah. Penelitian ini adalah penelitian kuantitatif dengan menggunakan metode survei yang dilakukan terhadap Kepala Sekolah SMP Negeri di Provinsi Jambi. Teknik pengambilan sampel yang digunakan adalah Simple Random Sampling dengan jumlah populasi 550 dan 123 sampel. Tiga hipotesis penelitian termasuk; 1) apakah ada pengaruh konsep diri terhadap akuntabilitas kepala sekolah SMP Negeri, 2)) apakah ada pengaruh komunikasi interpersonal terhadap akuntabilitas kepala sekolah SMP Negeri, 3) apakah ada pengaruh konsep diri dan komunikasi interpersonal menuju akuntabilitas kepala sekolah di SMP Negeri. Alat analisis dengan analisis jalur, diikuti dengan analisis determinasi (R Square), uji hipotesis parsial (uji t) dan uji simultan (uji F), dengan α = 0,05. Hasil penelitian itu; 1) Konsep diri berpengaruh positif dan signifikan |

terhadap akuntabilitas kepala sekolah; 2) Komunikasi berpengaruh positif dan signifikan terhadap akuntabilitas kepala sekolah; dan 3) Konsep diri dan Komunikasi Interpersonal berpengaruh positif dan signifikan terhadap Akuntabilitas kepala sekolah SMP Negeri Provinsi Jambi. Bahwa konsep diri kepala sekolah dan Komunikasi Interpersonal yang lebih baik, Akuntabilitas kepala sekolah juga akan menjadi lebih baik.
**Kata kunci:** Akuntabilitas, Konsep diri, Komunikasi Interpersonal, kepala sekolah

## INTRODUCTION

The accountability of headmasters and teachers are the spearhead of stakeholder's education because they are directly related to students in accordance with the educational goals themselves contained in the Law that the purpose of education is to educate the life of the nation. The explanation above is also related to the explanation of Law No. 20 of 2003 concerning the National Education System, the general part explained that education has a mission, among others, to improve the professionalism and accountability of educational institutions as centers for the cultivation of science, skills, experience, values and attitude based on national and global standards. This goal will not be achieved if the accountability of teachers and headmasters still low. In other words, educational goals will be achieved if the headmaster's accountability is very good. From the results of pre-research conducted on 30 head master, it was found that they had not been able to maintain the continuity of the school, which proved that it had not been able to create harmony and comfort between teachers and students. In addition, the tasks that they give to subordinates are not supported by the availability of existing facilities and infrastructure.

Furthermore, in the self-concept variable it was found that some headmasters have not obeyed the existing rules, for example in giving punishment to subordinates is still just a warning. While, the problems found in interpersonal communication are not yet developed mutual respect between superiors and subordinates, there is no established attitude of intimacy between the two, for example subordinates cannot express their problems to superiors. This study aims to determine the direct effect between self-concept variables and interpersonal communication of junior high school headmaster.

## REVIEW OF RELATED LITERATURE

### Accountability of Headmaster

In a formal organization (educational institutions) then there will be a pattern of relationships between superiors and subordinates. The relationship is formed through delegation, like a theory stated by Laurie J.Mullins (2005:850) *Delegation means the conferring of a specified authority by a higher authority. In its essence it involves a dual responsibility. The one to whom authority is delegated becomes responsible to the superior for doing the job, but the superior remains responsible for getting the job done. This principle of delegation is the centre of all processes in formal organization".*

The statement above explain that delegation is granting authority from the holder of a higher authority. The essence of the delegation is the dual responsibility. In addition, Porter, Linda Galindo &

O'malley (2013; 8) explain that *accountability means keeping her promises and has three facets 1), responsibility, 2) self-empowerment and Personal accountability.* Accountability means keeping a promise that contains three elements, namely: 1) responsibility, 2) self-encouragement and self-accountability.

When talking about education, effective and accountable headmaster must also have a variety of adequate abilities. Educational capabilities are the primary ability to maintain the focus of the headmaster's attention on the teaching and learning process. Meanwhile, personal capabilities and relational capabilities underlie the orientation of the headmaster's leadership towards the important role of the people around him (people orientation) (educators, education staff, students, and stakeholders). On the other hand, intellectual capabilities and organizational capabilities underlie the achievement orientation (effectiveness, efficiency of the process, results and learning environment) of the principal's leadership.

In terms of ensuring the quality of implementation of all school activities and programs, the headmaster always refers to the procedure manual and work instructions, so the headmaster appears as a careful and thorough supervisor. While in terms of helping to solve various problems faced by all school personnel and agreeing on ways of solving the problem, so, the headmaster appears as a supervisor.

Then, sagala (2013: 118) stated supervision carried out by supervisors with goals that are closely related to the goals of school education. The roles and responsibilities of the headmaster include: 1) the headmaster as an administrator, 2) the headmaster as the leader, 3) the headmaster as the supervisor, 4) the headmaster as the learning supervisor. According to Barrados, there are four basic principles of effective accountability, namely: (1) clear responsibilities and roles, (2) clear expected goals, (3) balance of goals and abilities, (4) reports.

Based on the description of several experts, a synthesis can be made that the accountability of the headmaster is the responsibility of the principal to convince the government, the community, and subordinates that the resources owned by the school have been managed in accordance with the policies that have been determined in order to improve the quality of education and to present information about what that has been done. For this reason, every school's headmaster must provide an accountability report and communicate it to the school supervisor, teacher, parents, community, government, and carry out a thorough study of the implementation of the school priority program in the quality improvement process. The indicators of the accountability of headmaster adopted from the opinions of Porter, Linda Galindo & O'malley, Sagala and Sindu Mulianto are; a). Maintaining the sustainability of the school, b) facilitating the needs of teachers and students, c) empowering human resources, d) clarity of work, e) continuous reports.

## Self-Concept

The Self-concept is a part that cannot be separated from human beings. Sumadi (2012: 81) explains that Ewald gave a picture of how complicated the human personality is. He is looking at human personality from various angles, so that the approach which is basically typological then comes to a result that is very similar to the interpretation approach.

Humans as individuals, his life cannot be separated from the environment as well as the headmaster who served in the surrounding environment, when entering the work environment, start studying himself and others, especially his subordinates. And that's when interactions occur between

superiors and subordinates so that good relationships are built. Indirectly the goals to be achieved in these interactions will be achieved.

The terms self-concept, self-esteem, self-worth, self-acceptance are often used interchangeably inconsistently, when describing how humans perceive themselves. Related to the explanation above, there is also a theory about human movement which is explained by Abraham H. Maslow. According to Tjipto Susana (2006: 19) which states that, "if someone has a positive self-concept, a high appreciation for oneself will be formed. Or it is said he has a high self-esteem ". This understanding can be interpreted that the concept of self includes self-esteem, self-confidence, one's abilities and personality as well as self-identity. Self-appreciation includes feelings of competence, strength, ability and moral values and personal policy. While self-image includes health, interpersonal quality, activities and displeasure. And self-identity includes social conditions, work and roles in society. A person's self-concept can develop and can also change due to circumstances and environmental influences (Azwardi, A.,2020).

Furthermore, it is even more clearly explained by Semuli Triharjadi, et al (2012: 9) that self-concept is the way a person views himself. So, as a leader it is necessary to know about his concept. To get to know yourself better, there are a number of things that can help to open up your self-concept. Starting from who we are in the eyes of others. Furthermore, Syamsu Yusuf & Nurihsan also explained that self-concept has three components, namely: (a) perceptual or physical self-concept, a person's image of his appearance (the attractiveness of his body), (b) conceptual or physical self-concept, one's concept about their strengths, weaknesses, and future, and includes also the quality of their life adjustments and (c) attitudinal, which concerns a person's feelings about himself, his attitude towards his present and future existence. self-concept is a positive or negative image or assessment that a person has about himself, which is formed through experiences gained from interactions with the environment (Azwardi, A.,2019; Saudagar, F.,2019).

Based on some of the opinions above, it can be concluded that the self-concept is a positive or negative image or assessment that a person has about himself, which is formed through experiences gained from interactions with the environment. From a number of opinions about the self-concept above, it can be synthesized that the indicators of self-concept are: 1) personality, 2) ability, 3) willingness to work, 4) seriousness of work, 5) obedience to regulations, 6) Purpose of life.

**Interpersonal communication**

Communication is very important in social relations between people involved in a social relationship. According to Robbins (2008: 19), interpersonal communication is very important to be carried out to support the smooth communication in organizations. Good communication is a mediator in the process of collaboration and transformation of information in supporting organizational progress. Good communication always creates a climate of openness, democracy, a sense of responsibility, togetherness and a sense of organizational ownership.

Thus, interpersonal communication activities in schools as happened in various other institutions, can occur between the principal and teachers, between teachers and teachers, or between teachers and principals, and or between teachers and other personnel. If at school, personal relationships that are full of intimacy, openness, high trust, family feelings can be built, interpersonal communication naturally can run smoothly, but conversely if the relationship is less harmonious, then interpersonal communication is also less effective. In order to foster this close relationship, the principal,

principals and teachers must be open, honest, respectful, respectful and respectful of each other for the sake of harmony in the school.

There are five things according to Suciati (2014: 29) that indicate the creation of effectiveness in interpersonal communication, including (1) openness, (2) positive attitude, (3) equality, (4) supportive attitude, (5) and empathy. Positive attitude as one of the factors that influence the effectiveness of interpersonal communication which includes positive thinking, positive attitudes and positive behavior. According to Sugiyo a positive feeling is the tendency to act on the communicator to give a positive evaluation on the communicant. Furthermore Clements (2006: 5) makes a simpler formulation of a positive attitude that people who have this attitude will always smile and laugh because he never has a negative understanding of something.

A positive attitude will have an impact on positive behavior, Clements explained that positive behavior will be reflected in a form that can be seen with the naked eye, namely: 1) discipline, 2) like to work hard, 3) honest, 4) loyal friends, 5) helper, 6) simple life, 7) tolerance,8) kinship.

From the various descriptions explained by experts, a conceptual definition of interpersonal communication can be formulated is a person's assessment of the atmosphere felt in the process of interaction / exchange of messages in the form of actions, opinions and attitudes. The indicators are: 1) openness, 2) mutual respect,3) familiarity and 4) family relations.

## METHOD

The research approach used is a survey research method with a causal approach with path analysis. The variables studied consisted of two types of variables, namely exogenous variables and endogenous variables. The object of this research is the Ministry of National Education in Jambi Province, while the unit of analysis is the headmaster of the State Junior High School, totaling 550 people.

To do the sample technique with Simple Random Sampling, researchers took two steps: first determine the sample area, the second only determine the sample of people representing the study population. Requirements for population members must be normal, homogeneous, and have average similarity. This is consistent with the statement of Masri Singarimbun and Sofian Effendi quoted by Subagyo which states that one of the things that needs to be considered in sampling is "Degree of Homogeneity, the more uniform the population, the smaller the sample taken. If the population is perfectly uniform then just one unit element of the sample is representative enough to be examined ". The sample distribution of school principals in Jambi Province can be seen in the following table:

**Tabel 1.** *The List of Location and Sampel of the Research*

| No | Name of Regency | Total Sampel |
|----|-----------------|--------------|
| 1 | Kota Jambi | 26 |
| 2 | Sarolangun | 56 |
| 3 | Bungo | 56 |
| | Jumlah | 138 |

*Source: Diknas Provinsi Jambi, 2015*

The sample of this study were 138 principals of state junior high schools in Jambi Province. The determination of the number of samples refers to the Krecjie table based on 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 or questionnaires. The instrument used is an instrument created and developed by researchers through several stages, namely: First, the study of theories relating to the variables studied so that the constructs of these variables can be determined, Second, the determination of indicators of each variable, Third, the preparation of the lattice lattice instrument, Fourth, the preparation of statement items, then proceed with the determination of the measurement scale, Fifth, the implementation of a trial (try out) research instrument. Sixth, instrument calibration, which is the final determination used to collect research data after counting for validation and reliability testing of each statement item, Seventh, determination of instrument items to be used to collect data in the field. Next is secondary data, that is data obtained indirectly from the field, but obtained from archived data, documents, and literature to support research results. In this study, researchers used this type of documentation. The documentation technique that the researchers used in this study was to look at data in the form of documents which certainly had something to do with the author's research problem, namely data on organizational structure, number of students, number of teachers, number of facilities and infrastructure and number of schools. The data analysis techniques in this study are qualitative descriptive methods and quantitative verification methods

## FINDING

The hypothesis states self-concept (x1) influences accountability (y) through interpersonal communication (x2). To find out whether self-concept and interpersonal communication together have an influence on accountability, the SPSS output results provide a standardized beta value of self-concept in the first structural equation of 0,381 and significant at 0,000 which means that the self-concept influences interpersonal communication. Unstandardized beta coefficient value 0,396 is the value of the path p2. In output SPSS the structural equation of the two unstandardized beta values for self-concept 0,254 and interpersonal communication towards accountability in the second structure was 0,347 all significant. The value of unstandardized beta self-concept towards accountability was 0,254 which is the path value p1 and the value of unstandardized beta interpersonal communication on accountability, was 0,347 which is the path value p3. The amount of value e1 = $\sqrt{(1-0,625}$ = 0,612 dan besarnya nilai e2 = $\sqrt{(1-0,876}$ = 0,352.

The direct influence of self-concept on accountability
    = Px4x2 (p1)
    = 0,254

The indirect effect of self-concept on accountability.
    = Px3x2 (p2) x Px4x3 (p3)
    = 0,396 x 0,342
    = 0,135432

Total influence (self-concept on accountability)
    = p1 + (p2 x p3)
    = 0,254 + 0,135432
    = 0,389432

The path analysis results show that self-concept can directly influence accountability and can also indirectly influence, from self-concept to interpersonal communication (as an intervening variable) then to accountability. The magnitude of the direct effect is 0.254, while the magnitude of the indirect

effect must be calculated by multiplying the indirect coefficient was (0,396) x (0,342) = 0,135432. And the total effect of self-concept on accountability was 0,254 + (0,396 x 0,342) = 0,135432.

The effect of mediation is shown by the coefficient multiplication (p2 x p3) was 0,135432 significant or not, tested with the Sobel test as follows:

Calculate the standard error of the indirect effect coefficient (Sp2p3)

$Sp2p3 = \sqrt{p3^2 Sp2^2 + p2^2 Sp3^2 + Sp2^2 Sp3^2}$

$Sp2p3 = \sqrt{(0,347)^2(0,090)^2 + (0,396)^2(0,044)^2 + (0,090)^2(0,044)^2}$

$Sp2p3 = \sqrt{(0,120409.0,0081) + (0,156816.0,001936) + (0,0081.0,001936}$

$Sp2p3 = \sqrt{0,0009753129 + 0,000303595776 + 0,0000156816}$

$Sp2p3 = \sqrt{0,001294590276} = 0,036$

Based on result of this Sp2p3 we can calculate the mediation effect t value using the following formula:

$t = \frac{p2p3}{Sp2p3} = \frac{0,135432}{0,036} = 3,762$

Because the value of t arithmetic = 3.762 is greater than the value of t table with a significant level of 0.05 which was 1.657, it can be concluded that the mediation coefficient 0.135432 was significant which means there was a mediating effect .

So it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, meaning that the concept of self has a significant effect on accountability through interpersonal communication. Thus the Hypothesis is accepted.

## DISCUSSION

In relevant research reveals that there is an influence of self-concept on accountability through interpersonal communication. This is proven by Gardjito, Heimpel et all. The results of the study are found in line with the theory which states that a headmaster who has a self-concept is a positive or negative image or assessment that a person has about himself, which is formed through experiences gained from interactions with the environment.

Furthermore, it is even more clearly explained by Semuil Triharjadi, et al that the concept of self is a person's perspective of himself. So, as a leader it is necessary to know about his concept. To get to know yourself better, there are a number of things that can help to open up your self-concept. Starting from who we are in the eyes of others.

Furthermore, Muhammad Husaini Bahesyti & Bahonar explained, To uncover the factors that influence human attitudes and perspectives can be seen from: a) the quality or innate character of humans and their tendencies, one of which is instincts related to human nature, b) changing tendencies, c) the role of the natural and geographical Environment, d) changing and improving self-concept.

From the explanation above, it can be concluded that the components of self-concept form a person's character or personality and will influence his attitude and point of view in social life. Therefore,

the formation of self-concept is very dependent on the components that shape it. Of course, the influence of these variables is the role of interpersonal communication variables. Wilson explained that communication that is often used to communicate in an organization both to subordinates or the equivalent using simple and easily understood language is called interpersonal communication.

This opinion was also supported by Daft who argued that without communication feedback only goes one way, feedback is a useful tool for realizing effective communication. The importance of this interpersonal communication as Effendi pointed out Interaction is formed between the speaker and the listener so that a mutual understanding arises, mutual respect, mutual respect based on the awareness that humans are appropriate, entitled, and reasonable respected and respected as humans. So the interpersonal communication activities of the school as happened in various other institutions, can happen in the school. If at school there is a personal relationship that is full of intimacy, openness, high trust, family feeling, then interpersonal communication can naturally run smoothly. In order to foster a close relationship, it must be open, honest, respectful, respectful and respectful of each other for the sake of creating harmony in schools.

Interpersonal communication forms relationships with others, the form of that relationship can be, intimate interaction that is communication between good friends, family, and people who have strong emotional ties, social conversation, which is an reaction to please someone simply with a little talk, a topic of conversation usually outside the context of organization, such as family, sports, political issues, health, and other things, interrogation, namely the interaction between someone who is in control who requests and according to information from other parties. This interrogation is usually accompanied by verbal debate; interview, which is a form of interpersonal communication where two people engage in direct conversation in the form of questions and answers. Simultaneously self-concept and interpersonal communication contribute significantly to the principal's accountability of 330,801 with a p-value probability of 0,000, the rest are influences coming from other factors. For example organizational climate, work ethic, organizational culture, compensation, satisfaction, loyalty, quality negotiation etc.

According to Robbins, interpersonal communication is very important to be carried out to support the smooth communication in the organization. Good communication systems and interpersonal relationships will minimize gaps between various parties in the organization and minimize distrust, suspicion in the work environment. Good communication is a mediator in the process of collaboration and transformation of information in supporting organizational progress. Good communication always creates a climate of openness, democracy, a sense of responsibility, togetherness and a sense of organizational ownership. This proves that headmaster who have self-concept and interpersonal communication are able to be in line and even able to increase the accountability of principals. The novelty in this study is found that self-concept and interpersonal communication are also variables that affect the accountability of headmaster.

## CONCLUSIONS AND IMPLICATIONS

The conclusion from this study is the self-concept and interpersonal communication measured simultaneously have a significant effect on the accountability of headmaster. Based on the results of this study it can be concluded that the research hypothesis stating "self-concept and interpersonal communication significantly influence the accountability of headmaster can be accepted.

The results of this study also provide information that self-concept, interpersonal communication and accountability of headmaster of state junior high schools in Jambi Province. This will have

implications that increased accountability will be enhanced by improving the self-concept and interpersonal communication of the principal. Based on the conclusions outlined above, the following implications will be presented that are considered relevant to the research, namely:

1. Research Implications

This study reinforces the knowledge and theory that accountability variables are influenced by a variety of exogenous variables. In this regard, the research results obtained are consistent with the proposed theoretical model. With reference to the research model, in maximizing accountability it is necessary to consider and pay attention to research variables, namely: Self Concept, and Interpersonal Communication.

a. Theoretical Implications

Efforts to develop accountability of headmaster theoretically can be done by studying the physical and psychological continuity of a prospective leader in a sustainable manner, including competencies (skills they have), psychology and communication. Basically, humans are created to reach the highest career but someone also has a threshold point. Therefore, studying the work history of a headmaster (track record) is not enough just with the ability he has, but must be accompanied by other abilities. This means that in appointing someone to be a headmaster, he must pay attention to several characteristics that make it possible to get an accountable headmaster.

b. Practical Implications

The results of the research and literature study show that to produce high accountability, it is necessary to find the headmaster as offered in the policy implications mentioned above. To be practical, it is necessary to make a rigorous selection by paying attention to his psychological profile and career track record of a prospective headmaster and based on the results of this study certainly those who have a career staffing record with good achievements are given a high weight in in choosing and appointing, and placing someone as the headmaster, aside from external factors, such as influences and interventions of various elements: success teams, Non-Governmental Organizations (NGOs), certain community groups, and legislative influence.

Maintenance of self-concepts and good interpersonal communication. These two things are prerequisites for headmaster to be able to achieve good performance. To achieve this requires commitment from the headmaster to maintain good attitudes and behavior and to smooth the flow of communication in accordance with the needs of subordinates. Such an atmosphere will lead to increased accountability of headmaster to their subordinates.

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