

The Effect of Headmaster's Managerial and Supervision Abilities Towards Teachers Performance of Junior High School at Muna Barat and Muna in South East of Sulawesi

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Abstract: This research aims to investigate the influence of Headmaster's managerial ability and supervision abilities towards teacher performance of Junior High School at Muna and Muna Barat in South East of Sulawesi. This research used a survey with quantitative approach, and kind of this research is expose-facto, because all of the data collecting have been implicated and want to find causality-relationship. Sampling technique that used is random sampling, the subject of this research are five of the Junior High School at Muna and Muna Barat in South East of Sulawesi with 177 population and 75 samples. The data is collected by questionnaire was Analyzed with multiple regressions by SPSS for windows version 11:50. Based on the result of analysis of regression, there is the influence of Headmaster's managerial abilities (X1) and learning supervision abilities (X2) towards teacher performance (Y), (contribution of Headmaster's managerial abilities (X1) and learning supervision abilities (X2) towards teacher performance (Y) is $R^2_{y12} = 0.740$ or 74.0%). The results of this research suggested many things, like: (a) Must be changes recruitment rules as Headmaster especially at Junior High School at Muna and Muna Barat in South East of Sulawesi, (b) Must be a make reoriented about the role of learning supervision towards Headmaster at a junior high school at Muna and Muna Barat in South East of Sulawesi, (c) Teacher performance of Junior High School at Muna and Muna Barat in South East of Sulawesi need to improve education quality by participating until reach goals.

Keywords: Managerial Ability, Ability Supervision and Teacher Performance

It is recognized that the quality of education generally and students' achievement at the school particularly is the result of a process of interaction of various factors such as: teachers, students, curriculum, textbooks, laboratories, teaching methodology, legislation in the field of education, and a variety of input and other process conditions. Although the factors that become the input has been addressed over the years, both quality and quantity, so the conditions have been better than the previous conditions, but the quality of education and students' learning achievement has not reached as desired. There is a factor that has not received the attention as equal as the attention given to other factors that is management education.

One of form and level of management education is important but still less untouched in the program of the educational development is headmaster leadership. Indeed, no amount of school added or fixed input, the output still will not be optimal if the factors of headmaster leadership which is an aspect that is very strategic in teaching and learning have been abandoned or are not given attention seriously. It is because in the end the headmaster is the leading manager who decides whether or not any input process, and to interact positively in teaching and learning systems.

As the formal leader, the headmaster to occupy key positions in determining the success of the school, located in the efficiency and effectiveness of the performance or appearance that showed. Wahjosumidjo (1999: 349) argues "school success is the success of the head master and the headmaster's success is the success of the school". Thus, this is right when the public

demanding that headmaster leadership should be qualified. Leadership's quality is always driven by their abilities or competencies that are relevant to the demands of the job in a professional manner.

It is relevant with what was said by Mastum (1993: 9) that, (1) the headmaster as an educator, means that he/she is educators who implement the curriculum, (2) the headmaster as a manager, because the headmaster is a leader who carry out the management (manager), should be clearly prepared to do anything, (3) the headmaster as an administrator, he organize and carry out administration, and (4) the headmaster as a supervisor, then headmaster carry out class performance, BP / BK, staffs of school and guiding each.

One way to think of what is done by the headmaster as a manager is to look at the capabilities they need to achieve the goals, as indicated by Katz and Zeigler in Parkhouse (1991) that, the role of manager of the headmaster can be described in five aspects of ability to be owned by a manager, namely: (a) the ability of the technique; include: methods, procedures, or techniques that mixed with the organization's work, (b) human ability; include: the ability to understand human perceptions, attitudes and behavior, (c) conceptual abilities; include: understanding the organization as a whole, how the parts can be arranged together, and how the entire organization can be run in accordance with the economic, social and political reality, (d) group ability; include: the ability to combine technical, human and conceptual abilities, and (e) the personal capabilities; include: the ability to manage time efficiently, expressing thoughts with the real, and organized, and follow the information and events. In this case, also Craine (2003) distinguish the role of the headmaster into two parts, namely: (a) as a manager and, (b) as a leader. As a manager, the headmaster's role includes the following aspects: (1) planning, (2) organization, (3) implementation, and (4) control. Meanwhile, as a leader, the headmaster's role includes the following aspects: (1) have the foresight, (2) services, (3) assistance, and (4) problem solving (facilitating).

So it can be stated that the managerial ability of the headmaster is the ability to be possessed by a headmaster principal in order to achieve educational goals that have been set in accordance with the management functions that include aspects of planning, organizing, mobilizing and controlling.

While in terms of guidance provided to teachers, according to the meaning, function and purpose of supervision of learning that provide services and assistance to teachers in order to improve and develop teaching and learning situation, it is to be more effective in accordance with the needs and difficulties faced by each teachers would need to analyze the difficulties faced by each teacher. For indeed, the style of supervision that is required nowadays is no longer oriented to the tasks of an administrative nature alone but farther to the things that are given assistance and services to teachers as it is lived by the function and role of the supervisor as a motivator, catalyst, stabilizers, denominator and innovator in the field of education. For this a supervisor is required to be able to have the ability and skills in diagnosing and analyzing the various problems faced by teachers in accordance with the actual supervision functions.

Related to this Mulyasa (2003: 157) asserts that, "Every supervisor of education must understand and be able to carry out supervision in accordance with the functions and their main duty, whether concerning the assessment, research, improvement or development." Meanwhile, Burhanuddin (1990: 298) quotes the Ametembun's opinion states that the functions of supervision of education are: 1) research, 2) assessment, 3) Improvements, 4) Guidance. "Research is an activity to obtain a clear and objective picture of the situation of education and learning. Through this research, the data and information needed as a basis for analyzing the situation of education and learning in more depth. The results of the analysis and conclusions of the study can be considered to determine the actions and steps that need to be done to improve and develop education and learning situation. Assessment is a follow-up effort to find out the

results of further research, ie, to determine the factors that affect the situation of education and teaching that have been studied previously. Meanwhile, the improvements were made based on the results of research and assessment. In this case the supervision has to know and understand the condition of education generally and teaching and learning process particularly, as well as the state of the various facilities. By understanding the situation and conditions, means the supervisor has found strengths and weaknesses, so that the task of the next supervisor is looking for a way out for repair, improvement and development. While the development is an effort to maintain and improve good conditions that have both recovered from the results of research and assessment.

Thus, the ability to supervise teaching and learning is the ability to provide assistance for the improvement and development of teaching and learning situation so that the learning process are effective and efficient, which covers four main aspects namely: the study or observation, assessment, improvement and development. In this case the supervision of learning is emphasized in an effort to provide assistance to teachers in improving teaching.

Therefore, with the ability of the manager and supervision owned headmaster are expected to affect the climate of the school organization, which in turn will also affect in determining the performance of teachers; in carrying out its duties and determine the success of the organization (school) to achieve its intended purpose.

Talking about the teacher's performance, in management education teacher performance has close relationship with the management of teacher development. If the management of teacher development carried out in a systematic and planned carefully you will get teachers who have high competence and through the teachers who have high competence will be born teachers who have high performance. In line with this teacher performance issues, Vroom (in Mulyasa, 2004: 36) argues, "the performance is a function of combining ability and motivation". The function in question means that, if someone low in one of the components, such as motivation, so as same as the performance.

In connection with the implementation of the teachers' daily tasks, their performance can be affected by various factors, among which are lack of skills, lack of incentives or no incentives rather, a work environment that does not support, and lack of motivation. (Rossett and Arwady in Kusuma, 2004: 10). In addition, one of the main aspects that determine the effectiveness of the teacher is working spirit, that mental condition that full of earnestness, discipline, willpower and determination in carrying out duties as a teacher to achieve educational goals optimally. (Sumidjo, 1987).

Many theories were put forward about the factors that encourage the teachers' spirit with different viewpoints. Theories exist when examined from the driving source can be classified into two, namely the job-related factors and personal factors.

Factors associated with the work are the main source that causes the high and low of teachers' spirit. These factors are the willingness to work, status recognition, wage, finance, social relations, working conditions, achievement, leadership, and state peers (Nawawi, 1985). Some theories and research results exist, although slightly different tend to the same point that, based on these factors. Kimbal Niles quoted Ibrahim (1992) suggests eight factors, namely the willingness of work, status recognition, wage, finance, social relations, working conditions, achievement, and leadership. Harsey and Jugusen research results also showed similar results with the addition of two factors, namely the working hours and ease of work (Indra fachrudin, 1993). In addition to these factors, personal factors can also affect a person's spirit. Herzberg cited Sumidjo (1987) suggests that one of factor working baffle is private life. Personal factors are healthcare, expectations and personal needs. So, work spirit is a psychological aspect that affects the person's behavior. Someone will try to be optimal in performing his job, has had a high spirit.

Based on the explanation above, the objectives of this research is to determine the influence of teachers' perception toward the headmaster managerial ability and teachers' perception on learning supervision ability toward teachers' performance of Junior High School at Muna and Muna Barat in South East of Sulawesi..

The results achieved this research may be used as consideration in a policy in delivering development efforts and increase the professionalism of the performance of headmaster and teachers of Junior High School at Muna and Muna Barat in South East of Sulawesi.

RESEARCH METHODS

Approach and Types of Research

This study is a survey using a quantitative approach, while this kind of research is expost-facto, because all of the data collected has occurred and want to find a causal link.

Population and Sample Research

Subject the population in this study is the headmaster and teachers of Junior High School at Muna and Muna Barat in South East of Sulawesi that consist of five (5) schools, where the total population is 182 people. While the number of samples studied is 44% of the total population, or as many as 80 people consist of five headmasters and 75 teachers of Junior High School at Muna and Muna Barat in South East of Sulawesi. In determining the number of samples used random sampling methods with techniques lottery.

Data collection technique

The variable of this study consists of three variables, namely two independent variables and one dependent variable. Which included the independent variable in this study is headmaster managerial ability (X_1) and supervision learning ability (X_2), while the dependent variable is the teachers' performance of SMP (Y) subordinate to the principal concerned. The relationship between the two independent variables with the dependent variable is as follows:

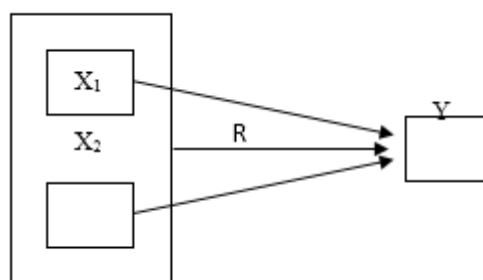


Figure 1: The relationship between independent variables (X_1 , X_2) and dependent variable (Y).

Data Collection Instrument

In accordance with the objectives to be achieved in this study, the instruments used to collect the data of the three variables mentioned above are questionnaires (questionnaires), closed and indirect. Closed; because researchers have to provide possible answers to the

respondents, while not directly; the intention is for the respondent did not answer about himself but about other people.

Steps of the questionnaire of this study are: (a) Make specification questionnaire (Questionnaire Specification), the questionnaire first and second, each consists of 20 grains and 27 grains for headmaster, as well as questionnaires third consists of 35 items for teachers developed based on the results of preliminary studies conducted by interviewing headmasters of Junior High school at Muna and Muna Barat in South East of Sulawesi. Questionnaire first and second filled by teachers and the headmaster, while the questionnaire third filled by the headmaster, (b) Writing test items (Items Writing) using a Likert scale (Likert's Scale) for both questionnaires for headmaster and teachers that consists of 5 alternatives the answer is: Very Good / Always (by weight 5), Good / Frequently (by weight 4), Enough / Sometimes (with weights 3), Less / Rarely (with a weight of 2), and Very Less / Never (with weight 1), and (c) re-examination questionnaire (Items Review) by holding the expert professional judgment.

Test Instruments

On the purpose that the instruments used in this study can be used with results that can be accounted for, the instrument first tested on five headmasters and 20 teachers of Junior High School at Muna and Muna Barat in South East of Sulawesi. The objective of the trial is to determine the instruments understanding of the content and legibility of the questionnaire, the validity and reliability of the questionnaire. Test the validity of the instrument in this study conducted on content validity (content validity) and construct validity (construct validity). Measurement validity of the content is intended to determine how far such instruments have reflected appropriate content with things and properties measured (Kerlinger, 2002: 931). Thus, the instrument is said to be both as a tool to measure and collect the data, if the instrument can accurately measure the things that will be measured. Kerlinger (2002: 731-733) states that in order to obtain an idea of the validity of the content we are guided by the question. Does the content or the substance of this size represent the content or charge a property of the universe that is to be measured? So the goal of analysis is directed to traits (trait) that is being measured by the test in question. Therefore, the analysis conduct rationally, so the result is not in the form of a quantitative index. Kerlinger say that this work is not easy. Usually for this purpose there should be other judges who adjudicate the content test items, the judge suggested that professional and competent people. In other terms the judges here are known by the term "judgment".

To find out the content validity of the steps of a questionnaire through the stages mentioned above is an effort that these instruments are valid, namely: (1) composing from started the specification which aspects of it adapted to the scope of the measured variables, (2) From specification then compiled and written questionnaires texts, (3) questionnaire consulted with experts or, the supervisor. So it can be said that this instrument has fulfilled the requirements of content validity (content validity).

In addition Kerlinger (2002: 736-737) says that the construct validity is one of the most important scientific advances in the theory and practice of measurement. Thus, it is said because the construct validity connects ideas and psychometric practical on the one hand with theoretical ideas on the other.

Further explained that with the construct validity of this we want to see: the factors or constructs are causing variants / variability in the test? Are the tests also measure membership in social status. In short the construct validity of our attempts to explain individual differences in terms of tests scores. So our attention with more emphasis on things or properties measured, not on tests used to obtain the measurements. Cronbach (Kerlinger, 2002: 737) says that there

are three sections in the validation of the constructs, namely; explication on the possible effect of the construct on the test results, making hypotheses based on theories involving the construct, and test the hypothesis empirically.

To test the construct validity of the analytical techniques used items, namely by looking at the correlation between the items with the total score. Where the formula used is the *Product Moment Correlation* with rough numbers. The results of analysis of the validity is as follows: (1) item questionnaire that do not qualify for the questionnaire opinion of teachers about the ability of managers the headmaster is absent or all item questionnaire valid, (2) item questionnaire that do not qualify for the questionnaire opinion of teachers about learning supervision is no valid questionnaires or all of the items, and (3) item questionnaire that do not qualify for teacher performance questionnaire is there is no or all of the items questionnaires, valid.

The instrument reliability test aims to determine the level of beliefs of the questionnaire as a data collection tool. Instrument reliability test were analyzed using the formula of Cronbach Alpha.

Reliability test results instruments followings: (1) The coefficient alpha for the opinion of the teachers about headmaster managerial ability is at 0.923, (2) The coefficient alpha for the opinion of the teachers about the ability to supervise the learning is at 0.963, and (3) The coefficient alpha for teacher performance is at 0.936. Wherein the level of reliability of the instrument follows the opinion of Balian was quoted as saying by Soehartono (2002: 86) is as follows: the magnitude of the correlation coefficient 0.90 - 1.00 = category are extraordinary good, 0.85 - 0.89 = excellent, 0.80 - 0.84 = good, 0.70 - 0.79 = enough and less than 0.70 = in low category.

Data analysis technique

The hypothesis tested in this study were analyzed with SPSS version 11.50, namely: (1) The first hypothesis, opinion data teachers about headmaster managerial ability and teacher performance were analyzed using simple linear regression, the equation $Y = a + b_1x_1$, (2) The second hypothesis, Data opinion of teachers about learning supervision ability and teacher performance were analyzed using simple linear regression, the equation $Y = a + b_2x_2$, (3) The third hypothesis, opinion data teachers about headmaster managerial and learning supervision abilities and teacher performance were analyzed using multiple regression, the equation $Y = a + b_1x_1 + b_2x_2$.

THE RESULT OF RESEARCH

Average of teachers' perception was toward headmaster's managerial ability, teacher's perception toward learning supervision ability and teachers performance respectively by 68.2, 83.5 and 128.9. Based on the scale levels are developed based on scores M_i and SDI of each of these variables in mind that the teachers' perception toward headmasters managerial ability, teachers perception toward learning supervision ability and teachers performance included in the medium category, while the teachers performance is in high category.

Data Normality Test

Based on the results of SPSS that teachers' perception toward headmasters' managerial ability, teachers' perception toward learning supervision ability and teachers performance has a statistical value of each of 0.093, 0.122, and 0.085; each value equal significance is 0.200. This

means that the significance value greater than 0.05, where the default SPSS 0.05, in other words that the distribution of these three variables are normally distributed.

Hypothesis testing

From the analysis using SPSS, for the first hypothesis obtained by linear regression equation Y and X₁, namely $\hat{Y} = 57.378 + 1.048X_1$ With sig. = 0.000 < 0.05 = α , means that H₀ : $\beta_1 = 0$ rejected. Thus, H₁ : $\beta_1 \neq 0$ accepted,, means that there is a significant influence teachers' perception toward headmasters' managerial ability on teacher performance. Judging from its R Square of 0.666, means that 66.6% of the teacher's performance (Y) is described by the opinion of the teachers about the ability of the headmasters' managerial (X₁).

As for the second hypothesis test regression equation Y and X₂, namely $\hat{Y} = 86.190 + 0.511X_2$ with sig. = 0.000 < 0.05 = α , means that H₀ : $\beta_2 = 0$ rejected, Thus H₂ : $\beta_2 \neq 0$ accepted, means that there is a significant influence teachers' opinions about the learning supervision ability on the teachers performance. Judging from its R Square of 0.516, means 51.6% of the teacher's performance (Y) is described by the opinion of teachers about the learning supervision ability (X₂).

As for the third hypothesis test multiple regression equation Y, X₁ and X₂, namely $\hat{Y} = 55.517 + 0.773X_1 + 0.247X_2$ with sig= 0.000 < 0.05 = α , this means a significant multiple linear regression model, which means that there is a significant influence on teachers' opinion of the headmasters' managerial ability collectively and teachers' perception toward the learning supervision ability on performance of teachers. Judging from its R Square of 0.740, means 74.0% of the teacher's performance (Y) is described by the opinion of the teachers' perception toward headmasters' managerial ability (X₁) and the opinion of the teachers about the learning supervision ability (X₂).

DISCUSSION

Teachers' perception toward headmasters' managerial ability of junior high school in at Muna and Muna Barat in South East of Sulawesi classified in medium category where the average obtained amounted to 68.20. This analysis makes it clear that the need for the selection of headmaster should be in accordance with the procedures and standards that have been set.

Likewise with the opinion of the teachers' ability to supervise the learning at Junior High School at Muna and Muna Barat in South East of Sulawesi is also included in the medium category, namely with the average of 83.50. From the results of this analysis indicate that the implementation of the supervision of learning undertaken by the headmaster tends only to assess the activity of teacher learning without any follow-up, or in other words the headmaster does not provide coaching or guidance and solutions regarding the difficulties experienced by teachers in the learning process.

Meanwhile the teachers' performance of Junior High School at Muna and Muna Barat in South East of Sulawesi included in the high category with an average of 128.9. From the results of this analysis indicate that the motivation and teachers' work ability in the Junior High School teacher at Muna and Muna Barat in South East of Sulawesi is high even though the condition of their headmaster ability condition and ability to supervise the learning carry out are still medium

The first hypothesis testing concluded that there is significant influence teachers' perception toward headmasters' managerial ability on teachers' performance SMP at Muna and

Muna Barat in South East of Sulawesi shown by equations $\hat{Y} = 57.378 + 1.048X_1$, the regression equation significantly based on the calculation of F for 6767 and $\text{sig.} = 0.000 < 0.05 = \alpha$. Interpretation of the equation is that if the headmasters' managerial ability (X_1) and the performance of teachers (Y) measured using instruments developed in this study, so any increase in each level of the headmasters' managerial ability (X_1) will be followed by a rise in the level of teachers' performance by 1,048 in the same direction (positive) with an intercept (constant) amounted to 57,378.

The strength of the relationship between the two variables is shown by the correlation coefficient $r_{y1} = 0,816$, while the determination coefficient $r^2_{y1} = 0,666$ which means that amounted to 66.6% of teachers' performance (Y) is influenced by headmasters' managerial ability (X_1) and the remaining 33.4% is influenced by other factors. Meanwhile, if viewed from the partial correlation, in explaining the influence of the headmasters' managerial ability (X_1) on teachers' performance (Y), if the variable supervision learning ability (X_2) do control, also significantly, with price $r_{y1.2}$ at 0.681 and $p < 0.05$ which means that the control variable supervision learning ability (X_2), the performance of teachers (Y) is influenced by the headmasters' managerial ability (X_1) of 68.1% and 31.9% were influenced by other factors; which includes the controller is variable and the other variables are unknown.

This is in line with the results of research conducted by Jamaluddin (2003: 136), that, "headmaster leadership enough significant to influence teaching capabilities so indirectly affect the quality of the graduates". Thus, the situation gives the meaning that the influence between the headmasters' managerial ability on teachers' performance is pure. This means that an increase in the ability of headmaster to perform the functions of the manager will be able to improve the performance of teachers. Therefore, in an effort to improve the performance of teachers, the headmasters' quality in carrying out the functions of a manager becoming an important part needs to consider.

The second hypothesis testing also concluded that there is significant influence teachers' perception toward learning supervision ability on the teachers' performance of Junior High School at Muna and Muna Barat in South East of Sulawesi shown by equations.

$\hat{Y} = 57.378 + 1.048X_1$, the regression equation significantly based on the calculation of F for 24 512 and $\text{sig.} = 0.000 < 0.05 = \alpha$. Interpretation of the equation is when the learning supervision ability (X_2) and the performance of teachers (Y) measured using instruments developed in this study, so any increase in each level of the ability to supervise learning (X_2) will be followed by a rise in the level of teacher performance for 0,511 on the same direction (positive) with an intercept (constant) amounted to 86,190.

While the strength of the relationship between the two variables is shown by the correlation coefficient $r_{y1} = 0,718$, while the determination coefficient $r^2_{y1} = 0.516$, which means that 51.6% of the teacher's performance (Y) is influenced by the ability of supervision of learning (X_2) and the remaining 48.4% is influenced by other factors. In fact, if seen from the partial correlation, in explaining the effect of supervision learning ability (X_2) the performance of teachers (Y), when variables managers' ability principals (X_1) do control, also significantly, with price $r_{y2.1}$ at 0.472 and $p < 0.05$ which means that by controlling the variable ability of the manager headmaster (X_1), the performance of teachers (Y) is influenced by the ability of supervision of learning (X_2) only amounted to 47.2% and 52.8% is explained by other factors; which includes the controller is variable and the other variables are unknown.

This illustrates that the better supervision of learning will have a positive impact on improving teacher performance. Thus the supervision of learning is also an important part that needs to be considered in an effort to improve teacher performance.

The later hypothesis concluded that there is significant influence jointly opinion of teachers about the ability of the chief manager of the school and the opinion of the teachers about the ability to supervise the learning on teacher performance of Junior High School at Muna and Muna Barat in South East of Sulawesi shown by equations $\hat{Y} = 55.517 + 0.773X_1 + 0.247X_2$, the regression equation significantly based on the calculation of F for 31 346 and sig. = 0.000 < 0.05 = α . Interpretation of the equation is that if the headmaster managerial ability (X1), learning supervision ability (X2) and the performance of teachers (Y) measured using instruments developed in this study, so any increase in the level of the headmaster managerial ability (X1) and learning supervision ability (X2) will be followed by a rise in the level of teacher performance at 0.773's ability to carry out the functions of managerial headmaster (X1) and 0.247 learning supervision ability (X2) in the same direction (positive) with an intercept (constant) amounted to 55 517.

The strength of the relationship these three variables is indicated by multiple correlation coefficient $R_{y12} = 0.860$, while the determination coefficient $R^2_{y12} = 0.740$ which means that amounted to 74.0% headmaster managerial ability (X1) and learning supervision ability (X2) effect on the performance of teachers (Y) and the rest of 26% influenced by other factors. It gives the sense that the teacher performance of Junior High School at Muna and Muna Barat in South East of Sulawesi has the maximum. Similarly, the key components of teachers' performance, headmaster managerial ability and learning supervision ability need to be considered and to be improved in order to increase the performance of teachers can be better.

From the results of studies above, means that: (1) headmaster managerial ability has a positive impact on increasing the performance of teachers. headmaster leadership quality, especially at the level of Junior High School at Muna and Muna Barat in South East of Sulawesi needs to be improved, especially with regard to skills, competence and management, (2) The role and supervision of learning in order to improve the performance of teachers in Junior High School at Muna and Muna Barat in South East of Sulawesi still not quite optimal. Therefore, in an effort to improve the quality and independence of the schools, the role and supervision of learning needs to be improved, especially with regard to employment patterns, management and competence, thus the impact on the discipline and quality of graduates increased from year to year and try to win seats in others advanced school that has higher quality, and (3) performance of teachers at the Junior high School in Muna and Muna Barat classified in high category. Thus teacher performance recognized by their motivation and ability to work are quite high. It always needs to be improved, therefore that the quality of education is expected to be achieved optimally.

In other words, the results of this study suggested, (1) the need of improvement about recruitment procedures and requirements as the headmaster or there should be a standard procedure in the appointment of headmaster, particularly at the Junior High School at Muna and Muna Barat in South East of Sulawesi. Because a headmaster in the present and the future are faced an era of tight competition, therefore that is the needed of professional ability, competency and standards skill in order to be able to answer the demands of the times changing, (2) Need for reorientation the role of learning supervision towards headmasters at the Junior High School in the town of Muna and Muna Barat district, South East of Sulawesi, hence that the function and role of learning supervision can apply optimally in order to develop the potential of teachers who are responsible, and (3) performance of teachers at the Junior High School in the town of Muna and Muna Barat district South East of Sulawesi always needs to be improved through empowerment, solidarity, involvement and openness for all sides that interested in education, therefore the quality of education is expected can be optimized.

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