

The Influence of Principal's Leadership and Professional Teacher's Competence on Teacher's Performance

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Abstract: This study was conducted at SD Negeri Sukarami District, Palembang City. The purpose of this study was to determine the effect of principal's leadership and teacher's professional competence on teacher's performance. The method in this study is a quantitative descriptive. The sample consisted of 44 elementary school teachers in Sukarami District, Palembang City. From the results of the data analysis that has been done, it is concluded that the leadership of the principal can influence teacher's performance in the learning process. This is based on the results of the linearity test, as well as the teacher's professional competence on teacher's performance. Then there is a significant influence between the principal's leadership and the teacher's professional competence simultaneously on teacher's performance, meaning that H_0 is rejected and H_a is accepted.

Keywords: Principal's Leadership, Teacher's Performance, Teacher's Professional Competence.

A. Introduction

In the era of the 21st century where the era of globalization is growing rapidly. Change after change goes fast. Education at this time integrates skills in knowledge, skills, and attitudes, as well as mastery of Communication Information Technology (ICT). Education also cannot be separated from human resources who have competence or expertise in achieving a much better quality of education. Teachers as educators are required to change the teacher-centered learning approach to become student-centered. However, until now, there are still many problems that need attention. The problem is not only with students, but teachers are also required to have a role and character. Because the role and character of a teacher are expected to be able to improve the quality of education in Indonesia.

So far, the quality of education in Indonesia is still far from perfect, but it can be said that it is very concerning. Evidence of the low quality of education in Indonesia can be seen from the 2021-word population review data. Indonesia is ranked 54th out of 78 countries. Indonesia is still far behind from other allied countries in Southeast Asia, such as Singapore in 21st position, 28th Malaysia, and 46th Thailand <https://mediaindonesia.com/>. The PISA (Program for International Student

Assessment) world education survey in 2019 placed education in Indonesia in 74th position out of 79 countries. Meanwhile, according to the Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia ranks 12th out of 12 countries in Asia. Likewise with data reported by The World Economic Forum Sweden (2000), Indonesia has low competitiveness, namely only 37th out of 57 countries in the world. <https://www.kompasiana.com/>.

An education observer, Budi Trikorayanto, quoted from <https://www.dw.com/id/>, said that there are three problems in education in Indonesia, namely: 1) the quality of teachers, 2) the shackled education system, and 3) educational institutions that need improvement. Teachers in Indonesia have not fully explored the potential of students. Teachers still insist that every student must master all subjects without seeing and paying attention to the needs, interests, and talents possessed by students. In line with the opinion of Budi Trikorayanto, Expert Staff of the Ministry of Education and Culture Prof. Dr. Kacung Marijan, the problem of education in Indonesia is very complex. These problems are; 1) teacher quality, 2) curriculum quality, 3) infrastructure quality, and 4) the high cost of education. Teacher quality is the highest position in providing information and interacting with students. However, the quality and competence of teachers is still not in accordance with what is required because in general the quality of teachers in Indonesia is still very low. Whereas the quality of learning is determined by the quality of the teacher concerned. This can be seen in the academic qualifications of teachers, who meet certification requirements, and the uneven distribution of teachers.

According to Hartiwi (2020) teacher's performance is influenced by two factors, namely the certification factor or teachers who have received educational certificates and the leadership of the school principal. Certification teachers have an important role in improving teacher's performance. The more positive the certified teacher is, the higher the teacher's performance level will be. The journal written by (Fatimah, 2018) explains that lack of discipline in education staff, different environmental conditions, uneven facilities and infrastructure, and limited funds are the causes of the low quality of education in Indonesia. The success of a teacher can be seen from the overall achievement of learning. If the criteria are met, the quality of work is considered good, and vice versa (Srinalia, 2015). Meanwhile, according to (Sancoko & Sugiarti, 2022) in his journal stated that the low performance of teachers can also be influenced by internal factors and external factors. Internal factors that influence teacher's performance include motivation, positive emotions, negative emotions, responsibility for tasks, discipline in completing tasks, concern for students and job satisfaction. While external factors that affect teacher's performance include leadership style, work environment, evaluation and supervision mechanisms, information and communication technology facilities and facilities in the school environment such as clean water, sanitation, electricity, and the condition of school buildings.

There are several indicators in assessing teacher's performance, namely; 1) ability in lesson planning; 2) ability to carry out learning; 3) the ability to carry out opening and closing learning; 4) the ability to vary the learning stimulus; 5) the ability

to carry out questioning skills; and 6) the ability to provide reinforcement (Ministry of National Education on Teacher's Performance Assessment, 2008). Teacher's performance Assessment (PK) is carried out on the teacher's main task activity items in the context of career development, rank, and position (Regulation of the Minister of Administrative Reform and Bureaucratic Reform Number 16 concerning Teacher Functional Positions and Credit Scores, 2009). Therefore, teachers can be divided into two categories, namely as follows: (1) teachers who have achieved the specified minimum competencies, and (2) teachers who do not have minimum competency standards. If the competence test that meets the requirements will be carried out later, the teacher concerned will be given the opportunity to take part in the PK Teacher. Teacher PK results can be used to create teacher profiles as part of the Continuing Professional Development (PKB) program. The results of Teacher PK are also the basis for determining the acquisition of teacher credit scores in the context of teacher career development. If all of this can be carried out properly and objectively, then the government's goal of producing something that is comprehensive and highly competitive can be realized. Then, according to the journal from Suratman (2020) it says that a competent teacher must have competence within himself. The competencies in question are pedagogic competence, personality competence, and professional competence, as well as social competence.

As a teacher, competence is very important to improve the quality of education in order to be able to compete and face challenges in the 21st century era. Based on the results of the Teacher's Competency Test (UKG) from 2012 to 2015, around 81% of teachers in Indonesia have a minimum UKG score. UKG is one of the evaluations in measuring the competence of a teacher. Research on Improving Systems of Education (RISE) through a qualitative study that focuses on recruiting teachers to meet the needs of the State Civil Apparatus (ASN), more than 50% of teachers in Indonesia are civil servants and 90% of learning bases have quality that cannot be guaranteed by Good. In recruiting ASN, the government pays little attention to teacher skills where teachers should be required to have a high desire to educate students well and teach effectively. Teachers who have high scores in the selection will graduate and this is not effective in terms of selecting teachers to produce teachers who are truly professional.

Teachers who are able to face these challenges are professional teachers. Professional teachers, namely teachers who have academic qualifications must be diploma four (IV) or bachelor (S1), competence, educator certificate, physically fit (Law on Teachers and Lecturers No. 14, 2005). Professional competence is the ability to master learning material broadly and in depth which enables the integration of learning content that uses computer information technology and guides students according to predetermined competency standards, meaning that the teacher does not just enter the classroom and teach in front of the class. However, teachers must also have extensive knowledge related to the field of study to be taught, have theoretical knowledge, be able to choose learning models, be able to apply appropriate strategies in class, and be able to apply methods in each learning process. Professional teachers

always have advanced thinking and are full of changes in a more positive direction. Professional teachers have duties, functions and roles in realizing the vision of national education development, namely in the form of intelligent, productive and noble human beings (Sopia, 2022).

To create people who are productive and have high performance, good quality performance is needed in carrying out their duties as teachers. The measure of teacher's performance can be seen from their sense of responsibility in carrying out their duties with full obedience and loyalty (Setiyati, 2014). As an educator, mentor, instructor and curriculum developer, the teacher is able to create conditions and a conducive atmosphere. Because a professional teacher is a determining factor for a quality education process. The low quality of education is an indication of the need for professional teachers.

For this reason, it is expected that a teacher not only carries out his profession but the teacher must have strong beliefs in accordance with teacher's professional rules (Amelia et al., 2022). To improve teacher's professionalism which is still low, teachers are required to carry out more innovative learning. Included in the teacher's core competencies in teacher's professional competence are: (1) mastering material, structure, concepts, scientific mindsets that support the subjects taught; (2) mastering the core competencies and basic competencies in the development subjects being taught; (3) develop learning materials that are taught creatively; (4) develop professionalism in a sustainable manner by taking reflective action; (5) utilizing information and communication technology and self-development (Ministry of National Education Regulation No. 19 concerning Standards for Management of Education by Primary and Secondary Education Units, 2007).

There are several studies related to teacher's professional competence, including Susanti (2018) that needs improvement on teacher's professionalism and competence commitment to improve teacher's performance. Besides that, the most dominant factor between teacher's performance is the leadership factor of the school principal and teacher's professionalism (Russamsi et al., 2020). Meanwhile, according to Nabela (2021) teacher's professionalism and teacher's work motivation play an important role in improving teacher's performance.

In several conditions of teachers in Indonesia, it can be concluded that Indonesian teachers still need to improve their competence. It takes encouragement and motivation. The motivation can be from within oneself or from outside. Increasing welfare is one thing that can motivate a teacher. In addition, the role of the principal as a leader is also very influential. Principals can only be carried out by a leader who has both physical and spiritual responsibilities. A leader has expertise in leading and influencing subordinates. Leadership can be assumed as a relationship between individuals and groups. Leadership is a process that causes subordinates to behave in a certain way (Zainal, 2021). Leadership has the ability and dignified nature so that it can convince those it leads, so that they can carry out their duties willingly and enthusiastically without coercion (Purwanto, 2009). Leadership must have a high

intensity of correlation between individuals both vertically and horizontally as well as diagonal relationships.

The principal is the highest level of success of an organization. School success is the success of the principal in carrying out his role as a person who is given responsibility for leading the school. The principal has an important role in the success and progress of the school. A leader, must have an alternative to improve his school. However, to make improvements must require proper consideration. If the consideration is not right, it will have big consequences for the school. Principal's leadership is a very important indicator in improving teacher's performance and is needed to improve the quality of education. According to Mulyasa (2009) in the journal (Kartini et al., 2020) explains the function of the school principal as a leader includes: EMASLIM namely educator, manager, administrator, supervisor, leader, innovator, and motivator. A positive relationship between leadership and teachers will generate positive welfare and can improve teacher's professional competence and teacher's performance (Van der Vyver et al., 2020).

The principal as the leader of an organization is often not in place because he has to attend important meetings of the agency in order to determine the progress of the school, so that communication between the teacher and the principal is a little hampered. Because of this, the school principal's task planning activities in preparing program planning and school goals are a bit constrained. For this reason, the principal is expected to be able to build his own character by having a noble character, having integrity, wanting to develop himself and being open.

Teacher is a job that requires a very high sense of professionalism. The latest ideas and ideas always grow to guide students and in carrying out their duties. However, based on direct observations of researchers at public elementary schools in Sukarami sub-district, Palembang city. There are still some teachers who have educator certificates in carrying out their duties as teachers, but it is not optimal in accordance with the professional competence of teachers. When the bell rings, the teacher enters the class to teach but without any preparation. Without learning tools, without curriculum, technology is not utilized. Teachers only teach based on previous experience. The principal as a school leader should have the ability to motivate, so that he can influence his subordinates to be able to carry out their duties as a professional teacher. This is strongly supported by the results of Trisnawati (2021) which says that the performance of teachers is still very far from expectations, as evidenced by their coming to school not on time, the teacher does not teach directly, they first sit back and read the newspaper.

Based on this explanation, the location is suitable, so this research was conducted at public elementary school, Sukarami sub-district, Palembang city. Sukarami sub-district public elementary school was chosen because there are several schools that have adequate human resources. This is evidenced by the number of teachers who are certified at the school concerned as stated in Law Number 14 of 2005 concerning Teachers and Lecturers that a professional teacher is a teacher who has academic

qualifications must be diploma four (IV) or bachelor (S1), competency, educator certificate, physically fit.

Data from <https://dapo.kemdikbud.go.id/> there are 22 public elementary schools in the Sukarami sub-district of Palembang city which are spread across several urban areas including Sukarami, Sukajaya, Sukodadi, Kebun Bunga, Talang Jambe, and Talang Betutu. From the 22 public elementary schools in the Sukarami sub-district, randomized using excel with the RAND function was carried out on the number of teachers who were certified or had educator certificates and obtained 5 (five) schools namely 122 public elementary schools, 123 public elementary schools, 129 public elementary schools, 132 public elementary schools, and SD Negeri 133 Palembang with a population of 44 teachers from the five schools. According to Sugiyono (Sugiyono, 2018) the research sample is a factor of the number and characteristics of the population. If the population is large, and it is not possible for the researcher to study everything in the population, for example due to limited funds, manpower and time, then the researcher can use samples taken from that population. What is learned from the sample, the conclusions will be applicable to the population. For this reason, samples taken from the population must be representative.

From this background it can be concluded that it is necessary to conduct research on the influence of principal's leadership and teacher's professional competence on teacher's performance in SD Negeri Sukarami sub-district, Palembang city in order to motivate and improve competency and maximize teacher's performance to improve quality learning. The problems were formulated 1) Is there any influence of the principal's leadership on the performance of teachers in public elementary schools in the Sukarami sub-district, Palembang city? 2) Is there an effect of teacher's professional competence on teacher's performance in public elementary schools in the Sukarami sub-district, Palembang city? 3) Is there an influence of the principal's leadership and teacher's professional competence on teacher's performance in public elementary schools in Sukarami sub-district, Palembang city?

B. Methods

The location of this research was conducted at SD Negeri Sukarami subdistrict, Palembang city. The time for the research was carried out for 6 (six) months from July 2022 to December 2022. From the planning, implementation and research processes, to the research report. In this study, the method used is a quantitative method. This study aims to look at the relationship between one variable and another. This research is often referred to as ex post facto correlation research. Ex Post Facto research is aimed at studying events that occurred that trace back to the past to find out the factors that led to these events. While this type of research is associative research (relationships), namely research to find out the relationship between two or more variables (Widhi & Puspitaningtyas, 2016). This quantitative research variable consists of the independent variable Principal's leadership (X1), Teacher's professional Competence (X2), and the dependent variable, namely teacher's performance. To test the hypotheses that have

been formulated, all data obtained will be processed and processed by quantitative analysis.

The population in this study were 190 teachers who had educational certificates at public elementary schools in the Sukarami sub-district, Palembang city. The samples for this study were 44 teachers from Public Elementary Schools 122, Public Elementary Schools 123, Public Elementary Schools 129, Public Elementary Schools 1232, and Public Elementary Schools 133. The observation sheet, questionnaire and documentation were used as instruments. Data analysis techniques in this study used simple regression data analysis techniques and multiple regression using SPSS Version 26.

C. Results and Discussion

The Effect of Principal's Leadership on Teacher's Performance

Good teacher's performance is a result that is always expected by every educational institution. The success of a teacher can be seen from the overall achievement of learning. Teacher's performance can describe how the attitudes and behavior of a teacher in carrying out their duties and responsibilities. In improving teacher's performance, the principal as the leader of a school plays an important role. The role of the school principal is very dominant and has a very central role in determining school policy.

Based on the results of data processing collected from 44 respondents at five public elementary schools in Sukarami sub-district, in the descriptive statistics table and frequency distribution of the principal's leadership variable data as measured by a minimum value of 100, a maximum value of 124, a mean of 111.61 and a standard deviation of 7.671. Based on these results indicate that the principal's leadership is in the medium category. In the normality test, the Asymp value is obtained. $0.20 > 0.05$ so that there is an influence of the principal's leadership on teacher's performance. Meanwhile the results of the linearity test on the principal's leadership variable on teacher's performance show that the significance deviation value is $1.000 \geq 0.05$. The results of this study indicate that the principal's leadership has a significant effect on teacher's performance.

In testing the hypothesis with simple linear regression, the equation $Y = 43.168 + 0.662X$ is obtained. So that it can be interpreted that there is a positive influence between the principal's leadership on teacher's performance. In the ANOVA test, a value of $0.001 < 0.05$ was obtained so that H_0 was rejected or there was an influence between the principal's leadership on teacher's performance. Likewise, the t-test obtained a value of $0.001 < 0.05$ so that H_0 was rejected. Meanwhile, the coefficient of determination for the principal's leadership is 23.6%, the remaining 76.4% is influenced by other factors outside the variables.

In multiple linear regression, the equation $Y = 1.292 + 0.012X_1 + 0.988X_2$ is obtained. This equation is positive so that it can be interpreted that teacher's

performance has experienced a positive increase with the principal's leadership and teacher's professional competence.

The results of the scores obtained in this study further indicate that the principal's leadership has a significant effect on teacher's performance. This finding also shows that good school principal's leadership will affect the improvement of teacher's performance in the school.

The results of this study are supported by previous research conducted by Jaliah, et al., (2020) with the results stating that the principal's leadership influences teacher's performance. Likewise, according to research by Susanti, (2020) which shows that principal's leadership has a significant effect on teacher's performance with sig. $0.877 < 0.05$ the magnitude of the effect is 10.2%. This is not much different from the research by Romadhon and Zulela (2021) which shows that there is an influence of the principal's leadership on teacher's performance with a sig. $0.03 < 0.05$ so that H_0 is rejected.

The Effect of Teacher's Professional Competence on Teacher's Performance

Teachers who are able to face challenges are professional teachers. Professional competence is the ability to master learning material broadly and in depth which enables the integration of learning content that uses computer information technology and guides students according to predetermined competency standards. This means that the teacher does not just enter the classroom and teach in front of the class. However, teachers must also have extensive knowledge related to the field of study to be taught, have theoretical knowledge, be able to choose learning models, be able to apply appropriate strategies in class, and be able to apply methods in each learning process. Professional teachers always have advanced thinking and are full of changes in a more positive direction.

Based on the results of data processing collected from 44 respondents from five schools in Sukarami District, the descriptive statistics table and frequency distribution of teacher's professional competence variable data were measured with a minimum score of 98, a maximum score of 135, a mean of 115.80 and a standard deviation of 10.062. In the normality test obtained Asymp. Sig. of $0.112 \geq 0.05$. While the linearity test obtained a value of $1.617 \geq 0.05$.

In testing the hypothesis with simple linear regression, the equation $Y = 41.359 + 0.954X$ is obtained. So that it can be interpreted that there is a positive influence between teacher's professional competence on teacher's performance. In the ANOVA test, a value of $0.000 < 0.05$ was obtained so that H_0 was rejected or there was an influence between the teacher's professional competence on teacher's performance. Likewise with the t-test, the value is $0.000 < 0.05$, so H_0 is rejected. Meanwhile, the coefficient of determination for the principal's leadership is 44.8%, the remaining 55.2% is influenced by other factors outside the variables.

In multiple linear regression, the equation $Y = 1.292 + 0.012X_1 + 0.988X_2$ is obtained. This equation is positive so that it can be interpreted that teacher's

performance has experienced a positive increase with the principal's leadership and teacher's professional competence.

The magnitude of the value obtained in this study increasingly clearly proves that the professional competence of teachers has a significant effect on teacher's performance. These findings also show that good and strong teacher's professional competence in a school is something that must be of full concern to teachers, principals and other school members. This is because it will affect teacher's performance and the quality of education in general.

The results of the research above are supported by other research by research conducted by Karsiwan and Nurdin (2019) which shows the results of increasing the professional competence of teachers at Avicenna schools; High teacher's performance at Avicenna School in the good category; and there is a positive influence between professional competence (X) on teacher's performance (Y). Research by Cahyono, et al., (2020) showed a sig result of $0.455 \geq 0.05$ with a T-count value of $7.166 \geq$ T-table 1.998 so that H_a is accepted, which means that there is an influence of professional competence on teacher's performance. Likewise, Amani and Jumriadi (2020) shows that there is a significant influence between teacher's professionalism, which shows a sig = 0.002 meaning <0.05 supported by the results of the F test, showing F-count $>$ F-table, namely $6.320 > 3.074$. With the coefficient of determination (R^2) the influence of teacher's professionalism on teacher's performance is 9.5%.

The Effect of Principal's Leadership and Teacher's Professional Competence on Teacher's Performance

In this study the principal's leadership variables and teacher's professional competence jointly influence teacher's performance improvement. Based on the multicollinearity test, it was obtained that the tolerance value for the principal's leadership variable and the teacher's professional competency VIF value was 2.552 <10.00 , so it was concluded that there was no multicollinearity. In the simultaneous test using the F test, a significance value of $0.000 <0.05$ was obtained, so that H_0 was rejected or there was a correlation between the principal's leadership, teacher's professional competence on teacher's performance.

In multiple linear regression, the equation $Y = 1.292 + 0.012 X_1 + 0.988 X_2$ is obtained so that it can be concluded that teacher's performance has a positive effect on the principal's leadership and teacher's professional competence. While the coefficient of determination is 91.6%, the remaining 8.4% is influenced by other factors.

The figure for the effective contribution of the independent variable to the value of the dependent variable is the result of data analysis in the field which reflects the level of effectiveness of the implementation of the principal's leadership and teacher's professional competence as the independent variable on the performance of State Elementary School teachers in Sukarami District, Palembang City. The findings of this study reveal that the principal's leadership and teacher's professional competence have a significant influence on teacher's performance.

The results above are also supported by the results of research from Juniarti, et al (2020) which show the results that there is a positive influence of the school principal's leadership style on teacher's performance as indicated by the simple regression line equation $Y = 138.57 + 1.65X_1$. Likewise, the results of research from Puspitasari et al., (2021) which showed that principal's leadership has a positive effect on teacher's performance by 25.80%. In the variable of teacher's professionalism on teacher's performance there is a significant effect of 39.40%. Principal's leadership and teacher's professionalism have a significant influence on teacher's performance together with a result of 43.80%.

D. Conclusion

There is a significant influence between the leadership of the principal and the professional competence of teachers, both partially and simultaneously, on teacher's performance

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