The Influence of the Principal's Role on the Pedagogic Competence of State Junior High School Teachers

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Abstract: This study aims to determine the extent of the influence of the principal's role on the pedagogical competence of junior high school teachers in Rembang District, Rembang Regency. The population in this study was 209 junior high school teachers in Rembang District, Rembang Regency. The research sample was 137 teachers using a proportional random sampling technique. The data collection technique used was a questionnaire. The data processing technique used a simple regression test. The results of the study showed that there was a positive and significant influence of the principal's role on teacher pedagogical competence, which was stated by the regression equation Y = 44.549 + 0.646X and a contribution of 64.0%. It is recommended for teachers to create a safe and comfortable learning environment for students by creating an atmosphere that supports learning activities. Principals are advised to improve their ability to manage school administration.

Keywords: Competence, Pedagogy, Role of the Principal

A. Introduction

Education is one of the important aspects in the development of a nation. In this context, the quality of education is greatly influenced by various factors, one of which is the quality of educators or teachers (Baier et al., 2019; Fomba et al., 2023). Teacher pedagogical competence, which includes the ability to design and implement learning, plays a very important role in improving educational outcomes in schools (Montilla et al., 2023; Surtini & Muhtar, 2024). Therefore, the development of teacher pedagogical competence must be a priority in the education system (Garzón Artacho et al., 2020). Professional teachers are required to meet minimum academic qualifications and be certified as educators. In Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards, Article 20 paragraph 2, the minimum criteria for educator competency as referred to in paragraph (1) include pedagogical competency, personality competency, social competency, and professional competency. Mulyasa (2017) states that pedagogical competency is the ability to manage student learning, which

includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

Pedagogical competency is the ability to understand students in depth and organize educational learning (Surtini & Muhtar, 2024; Zainuddin & Perera, 2017). A teacher's pedagogical competency is characterized by his/her ability to organize a quality learning process, actualize the various potentials possessed by each student through various methods such as enrichment or remedial, and attitudes and actions that can be used as examples (Ilmiani et al., 2023; Nainggolan et al., 2023). Furthermore, Ramayulis (2018) stated that teacher pedagogical competence is the teacher's ability to manage student learning, which at least includes (1) understanding students; (2) the ability to manage and implement learning; (3) the ability to utilize learning technology; (4) the ability to carry out evaluations of learning outcomes; and (5) developing students to actualize their various potentials.

In the Regulation of the Director General of Teachers and Education Staff of the Ministry of Education, Culture, Research, and Technology Number 2626/B/HK.04.01/2023 concerning the Teacher Competency Model, it is explained that pedagogical competence is the ability to manage student learning. The ability to manage learning to achieve student-centered learning goals. It is further explained that pedagogical competence is indicated by the following indicators: (a) a safe and comfortable learning environment for students; (b) effective student-centered learning; and (c) student-centered assessment, feedback, and reporting. According to Sagala (2018), there are four things about mastery of pedagogical competence that teachers must have, including (1) understanding educational insight and philosophy; (2) understanding the potential and diversity of students; (3) being able to develop a curriculum/syllabus; and (4) being able to prepare learning plans and strategies. Mulyasa (2018) mentions the dimensions and indicators of teacher pedagogical competence, namely: (a) understanding students, (b) planning and implementing learning, (c) evaluating learning outcomes, and (d) developing students to actualize their various potentials.

At the junior high school level, teacher pedagogical competence affects the quality of the learning process and the results achieved by students (Lauermann & ten Hagen, 2021). One of the factors that plays a role in improving teacher pedagogical competence is the role of the principal (Park et al., 2019). The principal has a great responsibility not only in managing school administration but also in providing direction and support to teachers in developing their professional abilities, including pedagogical competence (Karim et al., 2021). A principal who has good leadership and is able to motivate and support teacher self-development can have a positive impact on their pedagogical competence (Siswanto et al., 2020). On the other hand, a principal who pays less attention to improving teacher pedagogical competence can have a negative impact on the quality of learning in schools.

The pedagogical competence of junior high school teachers in Rembang District, Rembang Regency, still has many weaknesses. The pedagogical competence value in teacher performance assessments over the past three years has tended to decline. This is because teachers do not try to improve the learning carried out in their classes. Most teachers have not been able to create a safe and comfortable learning environment. Teachers have not mastered learning theories and educational learning principles. In carrying out learning, teachers still dominate learning with lecture and assignment methods. The results of the principal's supervision show that teachers who implement learning using learning media are still very limited. Teachers have also not applied innovative learning methods and models. Most use the lecture method so that learning feels boring. Information technology as a tool that should be used by teachers to make learning more interesting for students' learning interests has not been widely utilized by teachers of State Junior High Schools in Rembang District, Rembang Regency. Various up-to-date information related to education should be accessible to teachers through ICT and used as a learning resource. In communicating with students, teachers are still unable to communicate effectively, empathetically, and politely.

Teachers become figures feared by students. In carrying out assessments, teachers should carry out 3 types of assessments, namely diagnostic assessments, formative assessments, and summative assessments. Most of the teachers of State Junior High Schools in Rembang District ignore diagnostic assessments. By not carrying out diagnostic assessments, the learning plans made by teachers do not match the characteristics and abilities of students. Teachers' pedagogical competence is greatly influenced by two aspects, namely internal factors and external factors. External factors that provide support from outside, related to the school environment, facilities and infrastructure, the role and managerial abilities of the principal, development programs, and the role of the community. Amrul et al. (2023), in their research, stated that the role of the principal influences the pedagogical competence of teachers in Cluster III, Panakkukang District, Makassar City. The higher the value of the principal's policy, the higher the teacher's pedagogical competence.

Mulyasa (2014) stated that the role of the principal is an important and most determining part in the success or failure of education carried out by teachers and education personnel. Navaridas-Nalda et al. (2020) stated that the role of the principal is a force to move and influence people. The principal acts as a tool, means, or process to persuade people to be willing to do something voluntarily. Ganon-Shilon & Schechter (2019) explains that the principal, in the sense of a leader in a school, is someone who is the driving force in every activity of the school community. The principal is required to be able to make decisions or policies in order to achieve school goals. This will be achieved if managed by a good leader. The principal, as a leader in a school organization, has several roles as an educator, manager, administrator, leader, and supervisor (Thessin & Louis, 2019).

Decree of the Minister of National Education Number 162/U/2003, concerning Guidelines for Assigning Teachers as Principals, is in accordance with the acronym EMASLEC, namely: Educator, Manager, Administrator, Supervisor, Leader, Entrepreneur, Climate creator. Many problems were found related to the role of principals from 6 public junior high schools in Rembang District. As educators, principals have not been able to provide guidance related to teacher performance, from planning and implementation to evaluation of learning. As a manager, most of the principals of public junior high schools in Rembang District have also not prepared school programs that empower school resources to make the established school programs a success. The school programs created by the principal have never changed. From year to year, the school programs created by the principal are always the same, not taking into account existing resources. In managing administration, be it the administration of teaching and learning activities, the administration of facilities and infrastructure, or financial administration, some principals leave it to teachers. This is very disruptive to teachers in carrying out their duties. The socialization of financial administration carried out by the relevant agency is only understood by teachers who serve as school treasurers, while the principal only receives clean reports made by the school treasurer. Supervision carried out by the principal as an implementation of the principal's role as a supervisor is still far from what is expected.

In preparing supervision plans, most principals prepare them themselves, without involving teachers in preparing the plans. The purpose of supervision is also not oriented towards improving teacher competence and the quality of learning in the classroom. The implementation of supervision only aims to fulfill obligations as a principal. The implementation of supervision is still largely not in accordance with the provisions. The principal who carries out supervision has not really hit the mark and is not able to help teachers improve their competence. The principal also does not use the results of the supervision evaluation to carry out follow-up actions. From the findings of the various problems above, the author is interested in conducting research to explore teacher perceptions about teacher pedagogical competence and the role of the principal so that it is found how much relationship and influence the role of the principal has on the pedagogical competence of junior high school teachers in Rembang District, Rembang Regency. So specifically, the purpose of this research is to determine the influence of the role of the principal on the pedagogical competence of junior high school teachers in Rembang District, Rembang Regency.

B. Methods

This study uses a quantitative approach. This approach aims to test certain theories by looking at the influence between variables. According to Sugiyono (2019), the quantitative approach is a research method based on the philosophy of positivism, used to research a certain population or sample, data collection using research

instruments, and quantitative/statistical data analysis, with the aim of testing the established hypothesis. Firdaus et al. (2021) states that there are several methods that can be used to test the hypothesis, including survey methods, ex post facto, experiments, evaluations, action research, and policy research. This research is a study with the ex post facto method. According to Sharma (2019), ex post facto research examines events that have occurred, which are then traced back to find out the factors that can cause the incident.

The research instrument used in data collection is a questionnaire. A questionnaire is a data collection technique by giving a set of questions or written statements to respondents to answer. The questionnaire was chosen to be used because the respondents were large in number, could read well, and could reveal things that were confidential. To produce quantitative data, the questionnaire was equipped with a measurement scale. In this study, a Likert scale was used, namely to measure teachers' opinions or perceptions about the problems that were the research variables. In this study, inferential (quantitative) analysis was used to process data from the research results. The steps that must be taken in the analysis method are to conduct an analysis requirement test to determine data normality, linearity between variables, and homogeneity between variables. After the analysis requirement test was carried out, it continued with a regression test with the stages of the ANOVA test, regression coefficient test, correlation test, and determination coefficient test.

C. Results and Discussion

One of the requirements tests carried out is the normality test. The data normality test aims to determine whether the distribution of research data is normal or not. The data normality test is carried out using the Kolmogorov-Smirnov test analysis. The basis for decision-making in the normality test is if the significance value is > from the α-level (0.005), then the data of the variables studied are normally distributed.

Table 1. Normality Test of Teacher Pedagogical Competence
One-Sample Kolmogorov-Smirnov Test

		Teacher Pedagogical Competence
N		137
Normal Parameters[a,b]	Mean	149.64
	Std. Deviation	23.588
Most Extreme Differences	Absolute	.065
	Positive	.065
	Negative	-.048
Test Statistic		.065
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the data normality test in the table above, the Asymp. Sig value of teacher performance is 0.200. So, the Asymp. Sig-value > α is 0.200 > 0.05. So, it can be concluded that the data on the teacher's pedagogical competence variable is normally distributed and meets the requirements of the regression test.

Table 2. Normality Test of the Principal's Role
One-Sample Kolmogorov-Smirnov Test

		The Role of the Principal
N		137
Normal Parameters[a,b]	Mean	162.62
	Std. Deviation	29.210
Most Extreme Differences	Absolute	.073
	Positive	.070
	Negative	-.073
Test Statistic		.073
Asymp. Sig. (2-tailed)		.071[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results of the data normality test in the table above, the Asymp. Sig value of teacher performance is 0.071. So, the Asymp. Sig-value > α is 0.071 > 0.05. So, it can be concluded that the data on the principal's role variable is normally distributed and meets the requirements of the regression test. The linearity test aims to determine whether two variables have a linear relationship or not significantly. The basis for making decisions on the linearity test is if the Sig. Deviation from Linearity value > 0.05, then there is a linear relationship between variable X and variable Y.

Table 3. Linearity Test of the Principal's Role on
Teacher Pedagogical Competence
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Pedagogical Competence * Principal's Role	Between Groups	(Combined)	61402.999	54	1137.093	6.535	.000
		Linearity	48463.897	1	48463.897	278.519	.000
		Deviation from Linearity	12939.102	53	244.134	1.403	.083
	Within Groups		14268.475	82	174.006		
	Total		**75671.474**	**136**			

The results of the linearity test of the principal's role on teacher pedagogical competence obtained a Deviation from Linearity value of 0.083. This value indicates that the deviation from linearity is greater than the significance level, namely 0.083 > 0.05. Based on the basis of decision-making in the linearity test, it can be concluded that the relationship between the principal's role variable and the teacher's

pedagogical competence variable is linear. The homogeneity test is used to determine whether the data from the samples obtained are homogeneous or not by comparing the two variances. The requirement for homogeneity testing to be carried out is if both data have been proven to be normally distributed. In this study, the data homogeneity test used the Bartlett-Levene test method, with the criterion for accepting homogeneity being if the significance value of the calculation result is greater than α (0.05), then it is said to be homogeneous and vice versa.

**Table 4. Homogeneity Test of Teachers' Pedagogical Competence
on the Role of the Principal
Test of Homogeneity of Variances**

Teacher Pedagogical Competence on the Role of the Principal

Levene Statistic	df1	df2	Sig.
2.214	1	272	.123

The results of the homogeneity test of teacher pedagogical competence on the role of the principal obtained a significance value (sig) of 0.123. So the significance value is > 0.05, so it can be concluded that the data on the teacher pedagogical competence variable and the principal role variable have the same variance or are homogeneous. The hypothesis proposed in this study is that there is an influence of the principal's role on the pedagogical competence of junior high school teachers in Rembang District, Rembang Regency. For hypothesis testing, the ANOVA test was used. The basis for decision-making in the ANOVA test is if the Sig. value < 0.05, then there is an influence of the independent variable on the dependent variable.

**Table 5. ANOVA Test of the Principal's Role on
Teachers' Pedagogical Competence
ANOVA[a]**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48463.897	1	48463.897	240.471	.000b
	Residual	27207.577	135	201.538		
	Total	75671.474	136			

a. Dependent Variable: Teacher Pedagogical Competence
b. Predictors: (Constant), The Role of the Principal

Based on the table of the results of the ANOVA test of the role of the principal on the teacher's pedagogical competence above, the significance value is 0.000. This significance value is smaller than the significance level of 0.05 or 0.000 < 0.05. From these results, it can be concluded that the hypothesis is accepted or there is an influence of the role of the principal on the teacher's pedagogical competence. To determine the regression equation using the regression coefficient test. The results of the regression coefficient test are also used to determine the level of significance of the influence of the independent variable on the dependent variable. The basis for making the decision is if the t-table value < t-count, then the influence of the

independent variable on the dependent variable is significant. The t-table value of 137 data is 1.97796.

Table 6. Regression Coefficient Test of the Principal's Role on Teacher Pedagogical Competence
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	44.549	6.885		6.471	.000
The Role of the Principal	.646	.042	.800	15.507	.000

a. Dependent Variable: Teacher Pedagogical Competence

The results of the regression coefficient test obtained a table of coefficients of the principal's role on teacher pedagogical competence, which showed a constant value of 44.549 and a coefficient value of 0.646. From these results, a simple regression equation can be made, namely Y = 44.549 + 0.646X. The Sig. value in the coefficients table of the principal's role on teacher pedagogical competence is 0.000, and the calculated t value is 6.471. Sig. value < significance level 0.05 and the calculated t-value > t-table (1.97796). These results indicate that there is a significant influence of the principal's role on teacher pedagogical competence. Structural testing in research is a test carried out to test the relationship between latent constructs in a structural model. Several things that can be done in structural testing are correlation testing and determination coefficient testing. The results of the correlation test are expressed in the form of a correlation coefficient. The basis for decision-making in the correlation test is: If the Sig. value (2-tailed) > 0.05, then there is a relationship between the independent variable and the dependent variable. Determination of criteria between variables uses the following provisions: 0.000–0.199 fragile category; 0.200–0.399 weak category; 0.400–0.599 moderate category; 0.600–0.799 strong category; and 0.800–1.000 forceful category.

Table 7. Correlation Test of the Principal's Role on Teacher Pedagogical Competence
Correlations

		Teacher Pedagogical Competence	The Role of the Principal
Teacher Pedagogical Competence	Pearson Correlation	1	.800**
	Sig. (2-tailed)		.000
	N	137	137
The Role of the Principal	Pearson Correlation	.800**	1
	Sig. (2-tailed)	.000	
	N	137	137

**. Correlation is significant at the 0.01 level (2-tailed).

From the Correlations table, the Sig. (2-tailed) value is 0.000. The Sig. (2-tailed) value is smaller than the significance level of 0.000 < 0.05. So, it can be concluded that there is a relationship between the role of the principal and the teacher's pedagogical competence. The correlation coefficient of the principal's role and the teacher's pedagogical competence is 0.800. So, the relationship between the principal's role and the teacher's pedagogical competence is included in the "very strong" category. To find out the amount of contribution given by the independent variable to the dependent variable, namely by conducting a determination coefficient test. From the determination coefficient test, the determination coefficient (R^2) is obtained, which is called the determining coefficient because the variance that occurs in the dependent variable can be explained through the variance that occurs in the independent variable.

Table 8. Test of the Determination Coefficient of the Principal's Role on Teachers' Pedagogical Competence
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.800[a]	.640	.638	14.196

a. Predictors: (Constant), Role of Principal

Based on the test table of the determination coefficient of the principal's role on teacher pedagogical competence, the R square value obtained was 0.640, meaning that the magnitude of the influence of the principal's role on teacher pedagogical competence is 64.0%. The results of the hypothesis test obtained the results of H0 rejected and Ha accepted. The calculated t-value is greater than the t-table. So it can be concluded that there is a significant influence of the principal's role on teacher pedagogical competence. The simple regression equation formed is Y = 44.549 + 0.646X. The correlation coefficient of the principal's role on teacher pedagogical competence is 0.800, so the relationship between the principal's role and teacher pedagogical competence is included in the very strong category. The magnitude of the influence of the principal's role on teacher pedagogical competence is 64.0%. The remaining 36.0% is influenced by other factors. Factors other than the principal's role that influence teacher pedagogical competence are the school environment, facilities and infrastructure, principal managerial abilities, development programs, community roles, teacher work discipline, principal leadership style, principal academic supervision, school organizational culture, job satisfaction, work motivation, and school organizational climate. The results of this study are in accordance with the results of the study by Amrul et al. (2023), which stated that the role of the principal influences the pedagogical competence of teachers in Cluster III, Panakkukang District, Makassar City. The higher the value of the principal's policy, the higher the teacher's pedagogical competence. Khaleel et al. (2021) stated that the role of the principal is an important and most determining part in the success or failure of education carried out by teachers and education personnel.

The role of the principal of junior high schools in Rembang District, Rembang Regency, needs to be improved because the role of the principal has a positive influence on the pedagogical competence of teachers. Some things that can be done in an effort to improve the role of the principal are to improve the lowest dimension of the principal's role, namely the role of the principal as an administrator. The principal must improve his/her ability to manage the administration of human resources, be it students, teachers, or employees at the school. In addition to human resource administration, the principal must also improve his/her ability to manage the administration of facilities and infrastructure, finance, and archiving.

D. Conclusion

Based on the results of the hypothesis test and discussion, it can be concluded that the results of the research conducted are that there is a positive and significant influence of the principal's role on the pedagogical competence of junior high school teachers in Rembang District, Rembang Regency, which is stated by the simple regression equation $Y = 44.549 + 0.646X$. The correlation coefficient of the principal's role on the teacher's pedagogical competence is 0.800. The magnitude of the influence of the principal's role on the teacher's pedagogical competence is 64.0%. It is recommended that teachers create a safe and comfortable learning environment for students by creating an atmosphere that supports learning activities in the classroom and providing appropriate attention to students. It is recommended that principals improve their ability to manage school administration starting from human resource administration, student affairs, finance, facilities and infrastructure, to archival administration.

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