

The Influence of the Principal's Leadership on Teacher Competence at SMK Iilir Timur III Palembang Sub District

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ABSTRACT

The article was to find out whether or not the influence of the headmaster's leadership on the competence of teachers in SMK Iilir Timur III Sub district Palembang. This research used quantitative descriptive method. Questionnaire was used in collecting the data. The hypothesis of this research is that there is a significant influence between the leadership of the principal on the competence of teachers in SMK Iilir Timur III SubDistrict Palembang. There are two variables in this study, namely the leadership of the principal and the competence of teachers in SMK Iilir Timur III Subdistrict, Palembang. The population of this study was 305 people throughout SMK District Iilir Timur III Palembang and the research sample of 115 people, namely teachers SMK Pembina 1 Palembang and SMK Pembina 2 Palembang. The results showed that the leadership of the principal had a positive and significant effect on the competence of teachers in SMK Iilir Timur III Subdistrict.

Keywords: Principal Leadership, Teacher Competence, Professionalism Teacher

1. INTRODUCTION

Education is a sector that is so very important in development, especially to improve its human resources. The school as a formal educational institution, which provides opportunities to be able to conduct various learning activities and as a place to run a certain organizational system must pay attention to the things that have been set in accordance with existing regulations. And one of the efforts to improve effective learning in schools is the role of the headmaster in supervising learning, because the success of the teaching program and the lack of teachers teaching based on the curriculum in the school is largely determined by the principal as the leader. Through the Regulation of the [1] the headmaster *serves as a leader and manager* to realize the vision and mission and lead and manage the school in an effort to improve the quality of education.

The headmaster has five dimensions of competence that have been established also in the Regulation of the Minister of National Education of [3], namely: (1) personality, (2) managerial, (3) entrepreneurship, (4) supervision and (5) social.

Therefore, the headmaster who as a leader must be able to show a relationship of influence between the leader and followers to achieve a common goal in certain situations such as school organization. [4] said the headmaster's leadership is the principal's way or effort in influencing, encouraging, guiding, directing, and mobilizing teachers, staff, students, parents and other relevant parties, to work/participate in order to achieve the goals set.

A person is called competent in his field if his knowledge, skills and attitude, as well as his work according to the standard (size) set and / or recognized by lembaga / government [5]. Competence shows skills or knowledge characterized by professionalism in a particular field as something important, as the flagship of the field [6]. A person is called competent in his field if his knowledge, skills and attitude, as well as his work according to the standard (size) set and / or recognized by lembaga / government [5]. Teachers must have adequate competencies in order to carry out their duties properly. In accordance with [7]. Standards of Education article 28 (3) states that the competencies that must be possessed by a teacher as a learning agent are as follows: pedagogical competencies, personality

competencies, professional competencies and social competencies.

[8]teachers as an important human component in the teaching and learning process, which plays an active role in shaping human beings to become fully human beings with their various potentials. [7] concerning Teachers and Lecturers in chapter IV of The First Section of Qualifications, Competencies, and Certification article 8 stated, that: "teachers must have academic qualifications, competencies, certificates of educators, physical and spiritual health, and have the ability to realize national educational objectives". Therefore, a teacher does not stop to always learn, learn and learn to improve their profession and competence.

The problem in this research is, is there any influence of the headmaster's leadership on the competence of teachers in SMK Ilir Timur III Subdistrict Palembang? in the hope of knowing and describing the influence of the headmaster's leadership on the competence of teachers in smk Kecamatan Ilir Timur III Palembang.

Based on previous research conducted by [6]stated that the headmaster's leadership is very influential on teacher competence, especially pedagogical competencies. This means that the way the headmaster is led determines the competence of the teacher. *Muhammad Junaidi Syakir and [8]based on* double linear regression analysis showed that the headmaster's leadership *had a significant and positive effect on* teacher competence. In addition, [9]in his research obtained results that is, terdapat farsial significant influence between teacher competence to student learning outcomes in SMA Negeri Sembawa district in Banyuasin district, where the value of $t_{hit} > t_{table}$ (2941 1666).

According to [10]. Pengaruh Disiplin Kerja dan Kompetensi Guru terhadap Hasil Belajar Siswa di SMA Negeri Kecamatan Sembawa Kabupaten Banyuasin, teachers can be interpreted from two sides. First, the teacher as an individual who is given the responsibility to educate the life of the nation. Educate not only from aspects of knowledge, but also from educated behavior, in order to conform to the norms prevailing in society. Second, teachers are defined as professions.

2. METHODS

The researchers used quantitative research. Quantitative research is a research method used to examine certain populations or samples, sampling techniques are generally done randomly, data collection using research instruments, data analysis is quantitative / statistical with the aim to test the hypothesis that has been determined [11]. With polling or questionnaire data collection techniques. The population of this study as many as 305 people throughout smk District Ilir Timur III Palembang and research samples of 115

people namely teachers SMK Pembina 1 Palembang and SMK Pembina 2 Palembang and carried out for two months from October until November. Data analysis techniques using multiple linear regression analysis and t test SPSS For Windows 24.

3. RESULTS AND DISCUSSION

The Description of Principal Leadership Variable Data

In this variable, there are five aspects to know the implementation of the leadership of the principal of SMK Ilir Timur III Palembang subdistrict, namely each item consisting of 29 points of question instructions including 1) professional development, 2) Mastering Academic Ability, 3) As Manager, 4) As a Leader and 5) Creator of Work Climate. As for the results of descriptive analysis of the leadership variables of the principal in SMK Ilir Timur III Subdistrict Palembang after disseminating the research poll, it was seen that there were only 16% of respondents strongly disagreed, 10.8% of respondents disagreed, 9.62% agreed, 25.7% agreed and 38.04% strongly agreed with the questions given. So it can be concluded that the leadership of the principal in SMK Ilir Timur III sub-district belongs to a good category.

The Description of Teacher Competency Variable Data

In this variable, it consists of 21 points of question instruments related to pedagogical competence. As for the results of descriptive analysis of teacher competency variables in SMK Kecamatan Ilir Timur III Palembang after disseminating the research poll, it was seen that there were only 22.4% of respondents strongly disagreed, 13.29% of respondents disagreed, 10.65% agreed, 26.49% agreed and 27.17% strongly agreed with the details of the question. So it can be concluded that the motivation of teachers in SMK Ilir Timur III sub-district is quite good.

The influence of the headmaster's leadership on teacher competence

The model of the principal's leadership relationship to teacher performance is expressed in the form of linear regression double $Y' = 6,353 + (0.461)X_1$. The following is a significant table of the influence of the headmaster's leadership on teacher competence.

Table 1. The Significant Influence of Leadership of Teachers Competency Principals in SMK Ilir Timur III Sub district Palembang

Multiple Linear Regression						
Model		Unstandardized Coefficients		Standardized Coefficients	Q	Sig.
		B	Std. Error	Beta		
1	(Constant)	6,353	1,408		4,514	0,000
	Leadership	,461	,086	,576	5,380	0,000

- a. Dependent Variable: TOTAL. Y1
- b. Predictors: (Constant) TOTAL. X1

Hence, the test results of linear regression are multiple, where the constant equation value of the regression equation (a) is 6,353 and the value of the free variable coefficient (b₁) is 0.461 as seen in the equation above. Where it can be concluded that the competence of teachers has increased very rapidly and is of positive value to the leadership of the headmaster.

The results of this study were supported by research conducted by Enny Comalasari, Edi Harapan and Houtman, (2020) with the research institute that is based on the results of research and data analysis that has been done both descriptively and hypothesis testing can be concluded 1) the democratic leadership of the principal affects the quality of learning with the value of $t_{hitung} > t_{table}$ that is $5,270 > 1,663$; 2) teacher competency affects the quality of learning with the value of $t_{count} > t_{table}$ which is $5,569 > 1,663$; 3) class management affects the quality of learning with the value of $t_{count} > t_{table}$ which is $5,961 > 1,663$; and 4) The democratic leadership of the principal, teacher competence, and class management jointly affect the quality of learning at SMP Negeri Indralaya selatan where the value of $f_{count} > f_{table}$ is $34,889 > 3$.

The importance of educators in creating qualified students, then the leader of the madrasa as the decision maker must have a special strategy in creating educators who have the required competencies [12][13]. This strategy is only owned by the visionary and madrasah principals transformative. Focus on Supervision of Education, Training, Providing Continued Motivation, Changing Good Work Culture was effort the increase teacher competence [14][15]. Leadership, for instance on the madrasa is trying to change teacher awareness, uplifting and inspiring subordinates or members of the organization to put extra effort into achieving organizational goals [16], without feeling pressured or depressed.

The community has high hopes for the use of teachers to better future generations. They are

expected be role models for their students and able to guide they lead a lifestyle that upholds morals and ethics [17]. Teachers have been positioned as the most important factor in the learning process [18]. The quality and competence of teachers are considered to have the greatest influence on the quality of education. Therefore, it is only natural that teachers are required to act in a manner professional in carrying out the teaching and learning process in order improve the quality of education they do. Demands like this is in line with the development of modern society requires a variety of specialties and competence that are needed in an increasingly complex society, for instance increasing the interesting material text book or worksheet [19], using the e learning in students' classroom [20]. The Demands professional work is also intended for teachers to do and work in accordance with the profession.

Thus it can be said that competencies are owned by each teacher shows the quality of the teacher in do the learning. The competence starts from how the teacher's ability to compose the program lesson planning and implementing lesson plans.

4. CONCLUSION

Based on data analysis and hypothesis testing can be concluded there are only 16% of respondents strongly disagree, 10.8% of respondents disagree, 9.62% agree enough, 25.7% agree and 38.04% strongly agree with the details of the question given. So it can be concluded that the influence of the headmaster's leadership on the competence of teachers in SMK Ilir Timur III sub-district belongs to a good category. 57.6% were influenced by the headmaster's leadership and 42.3% were influenced by other factors not studied in the study. The conclusion of the headmaster's leadership had a positive and significant effect on the competence of teachers in SMK Ilir Timur III Subdistrict, Palembang.

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