

The Influence of Private Vocational School Personal Competency on the Professionalism of Private Vocational Schools Teachers' in Palembang

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ABSTRACT

This research was conducted to determine whether there is a relationship between the principal's personality competence and the professionalism of private vocational school teachers in Kalidoni District, Palembang City. The method used in this research is descriptive method with a correlational approach to solve the problem. The population in this study were teachers in 5 private vocational schools in Kalidoni Subdistrict, Palembang City (Bina Cipta Vocational School, Bina Medika Vocational School, PGRI 2 Vocational School, 3 PGRI Vocational School and Taqwa Vocational High School) with a total population of 151 teachers. The research sample was taken using simple random sampling of 109 teachers. The data collection technique used a questionnaire method for the personality competency variables of the principal and teacher professionalism. The data analysis technique used simple correlation analysis and linear regression with the prerequisite analysis test, namely the normality test, linearity test with a research significance level of 5%. Based on the results of the study, it can be concluded that there is a positive and significant influence between the principal's personality competence on teacher professionalism (r count of 0.207 while the value of r table is 0.176 or $0.207 > 0.176$. The effective contribution or contribution given by the principal's personality competency variable to teacher professionalism is 38. The findings above imply that the principal's personality competence is a factor that affects teacher professionalism, but there are still many other factors that affect teacher professionalism that were not examined in this study.

Keywords: Personality Competence, Professionalism, Private Vocational School

1. INTRODUCTION

According to [1] Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, the nation and country. Education is a process of learning knowledge, skills, and habits of a group of humans that are passed down from one generation to the next through teaching, training and research. There are also those who say that the definition of education is a conscious effort that is carried out systematically in creating a teaching-learning atmosphere so that students can develop their potential. With education, a person can have intelligence, noble character, personality, spiritual strength, and skills that are beneficial to oneself and society. If it is related to education (educational organization) is a place to carry out educational activities to achieve the desired educational goals,

and educational organization is a process of forming a place or system in order to carry out educational activities to achieve the desired educational goals. Education has goals that must be achieved which are called educational goals. The achievement of this goal will be more effective and efficient if it is done using an organizational approach. At this time, the educational process is more entrusted with formal education organizations (schools or madrasahs), because schools are a place for the formal education process and organization to take place.

Every school organization definitely has a leader who is called the principal. The principal is the leader and manager who determines the dynamics of the school towards the gates of success and progress in all areas of life. The intellectual, emotional, spiritual and social capacity of the principal has a big influence on the effectiveness of his leadership. The depth of knowledge, breadth of thought, authority and communication relations brought about significant changes in school

management. A school principal must have sufficient competence to mobilize and develop all the potential that exists in the school so that positive change occurs, some of the competencies that a school principal must have are personality, managerial, entrepreneurship, supervision, and social. In carrying out managerial duties the principal is required to have personality competence, this competency requires the principal to have (1) strong personality integrity, which in this case is characterized by being consistent in thinking, committed, assertive, disciplined in carrying out tasks, (2) having a strong desire Strong in developing himself as a principal, in this case includes having a high sense of curiosity about new policies, theories, practices, being able to independently develop himself as an effort to fulfill curiosity (3) being open in carrying out tasks, including the tendency to always want to inform transparently and proportionally to others regarding the plan, implementation process and program effectiveness. (4) able to control themselves in dealing with problems at work (5) have the talent and interest in the position of leader.

Based on preliminary studies, currently there are very many school principals, especially in private schools, not based on competence and professionalism, but related to kinship and existing needs, so that in the end the principal who is appointed only relies on competencies that are far from professional. The work experience of a school principal also greatly influences the progress of a school or not, in fact there are many principals, especially in private schools, who force themselves to become school principals even though the age of work experience in the world of education is still very short. As the motor of an educational institution, the principal is an important agent for the progress of the nation. Principal personality competencies which include noble character, develop noble culture and moral traditions in their environment, have strong personality integrity as a leader, have commitment or loyalty, high work ethic dedication, firm in taking attitudes and actions, discipline, have a strong desire in Self-development as a school principal, and being open in carrying out its duties and functions are competencies that support the implementation of noble duties. The existence of a good principal personality competence is expected to be an important factor in increasing teacher professionalism. Based on the descriptions that have been described, it is fitting that the existing variables be used as the main variables in the implementation of this research.

Similar research has been conducted by [2], this research was conducted with the aim of knowing the effect of work environment and work motivation on the performance of high school teachers in Muara Padang District. The method

used in this research is quantitative descriptive method. The results obtained from this study are there is a positive and significant influence of the work environment on the performance of high school teachers in Muara Padang district, which means that the alternative hypothesis (H_a) in testing hypothesis 1 is accepted; There is a positive and significant effect of work motivation on the performance of high school teachers in Muara Padang District, which means that the alternative hypothesis (H_a) in testing hypothesis 2 is accepted; There is an influence of work environment and work motivation on the performance of high school teachers in Muara Padang district, which means that the alternative hypothesis (H_a) in testing hypothesis 3 is accepted.

Other research conducted by [3] who stated that in terms of human relations skills the principal was able to provide a strategic view for teachers in carrying out their duties at Prabumulih 1 Junior High School.

Another research conducted [4] with the research title The influence of principal leadership, school climate and teacher performance on the quality of education in SMP Negeri Terbanggi Besar District, Central Lampung Regency discusses the problem of low quality education due to lack of school facilities and infrastructure, low teacher performance. , there has not been a conducive school climate, and principals who do not understand the characteristics of teachers.

In the Kalidoni Subdistrict, Palembang City, there are 5 private SMKs. The five schools have different conditions, especially in the appointment of school principals. Based on the research's preliminary observations that not all schools have professional teachers. Therefore, it is important to conduct research as a scientific answer to the statement regarding the professionalism of the teacher.

2. METHODS

The method used in this research is quantitative descriptive research method. The population in this study were teachers in 5 private vocational schools in Kalidoni sub-district with a total population of 151 teachers. To determine the number of samples in this study the researcher used the Slovin formula [5] and the sample size was 109 teachers from 5 existing schools. The data in this study were obtained through primary and secondary sources. [6] The primary sources in this study were questionnaires and observations, while the secondary sources used were documentation. Analysis of the data obtained in this study using simple linear regression analysis, this is adjusted to the test performed, for partial testing using the "t" test.

3. RESULTS AND DISCUSSION

Hypothesis testing is testing a statement using statistical methods so that the test results can be statistically significant. By [7] performing statistical testing of the hypothesis we can decide whether the hypothesis is acceptable (data do not provide evidence to reject) or reject (data provide evidence to reject the hypothesis).

Based on the results of the study, it can be concluded that there is a positive and significant influence between the principal's personality competence on teacher professionalism (r count of 0.207 while the value of r table is 0.176 or 0.207 > 0.176).

Table 1. Guidelines for Interpretation of Correlation Coefficients

Level Coefficient Interval	Relationship
0,00-0,199	Very low
0,20-0,399	Low
0,40-0,599	Moderate
0,60-0,799	Strong
0,80-1,000	Very strong

a. Correlation analysis test R of the principal's personality competency variable on teacher professionalism

The R correlation test was conducted to determine whether there was a relationship between the principal's personality competency variable and teacher professionalism [8] [9] [10].

Table 2. Correlation and Determination Test Principal Personality Competencies

		Kompetensi	
		Kepribadian Kepala Sekolah	Profesionalisme Guru
Kompetensi Kepribadian Kepala Sekolah	Pearson Correlation	1	.207
	Sig. (2-tailed)		.031
Profesionalisme Guru	N	109	109
	Pearson Correlation	.207	1
	Sig. (2-tailed)	.031	
	N	109	109

Sumber : data yang diolah SPSS:2020

The results of testing the correlation between the principal's personality competence and teacher professionalism [8] [11] [12] from the table above, we can know as follows:

- 1) The correlation coefficient R is 0.207, which means that the relationship between the principal's personality competence (X) and teacher professionalism (Y) is included in the low category because the correlation value is between 0.20 - 0.399.
- 2) The basis for decision making if the significance value <0.05 then the two variables are declared to have a relationship (correlated) and vice versa that if the significance value >0.05 then the two variables are declared to have

no relationship (uncorrelated). From the table above, it can be seen that the significance value is 0.031, this means that 0.031 < 0.05, then the personality competency variables of the principal and teacher professionalism have a relationship (correlated).

3) The basis for decision making if the value of Pearson Correlation > R table, then the two variables are declared to have a relationship (correlated) and vice versa if the Pearson Correlation value < R table, then the two variables are declared to have no relationship (not correlated). From the table above, it can be seen that the Pearson Correlation value is 0.207 while the R table value with the number of respondents 109 is 0.176 which means that 0.207 > 0.176 and it is stated that the principal personality competency variable has a relationship (correlates) with the teacher professionalism variable.

b. The significant analysis test of the principal's personality competency variable on the teacher professionalism variable

This test is performed [9] using the t-test. The t-test is used to determine the meaningful quality of the regression between the principal's personality competency variables (X) whether there is an influence or not on the teacher professionalism variable (Y). Significant testing was carried out using the help of the SPSS version 25 program. The results of the analysis can be seen in the table below :

Table 3. Significant Test Results (t-test) Principal Personality Competencies

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	143.376	6.326		22.665	.000
	Kompetensi Kepribadian Kepala Sekolah	.081	.037	.207	2.187	.031

Sumber: data yang diolah SPS:2020

From the results of the significance test (t-test) in the table above at the 0.05 level, the results of the statistical value test "t" _ "count" for the principal personality competency variable are 2.187. To determine the value of "t" _ "Table", look for $\alpha = 5\%: 2 = 2.5\%$ (two-sided test) with degrees of freedom (df) $nk-1$ or $109 - 2 - 1 = 106$ (where n = number of samples and k is the number of independent variables). By doing a two-sided test (significance 0.025), the value of "t" _ "Table" is 1.982. From the results of the t-test above, it is known that the value of "t" _ "count" is = 2.187 and "t" _ "Table" is = 1.982 which means the value of "t" _ "count" > "t" _ "Table" means H_a is accepted and H_o is rejected. So the first hypothesis in this study shows that there is a positive and significant influence between the personal competence of the

principal on the professionalism of teachers in 5 private vocational schools in Kalidoni District, Palembang City [10] [13] [14] [15].

4. CONCLUSION

Based on the data and the results of the research data analysis made by the researcher, it can be concluded that there is a positive and significant influence between the principal's personality competence on teacher professionalism (t value $>$ t table which means that H_a is accepted and H_o is rejected). The influence of the principal's personality competence on teacher professionalism, the principal's personality competence is very influential on teacher professionalism because with the good personality of the principal, the better the teacher's performance will later give birth to professional teachers.

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