The Influence of the Managerial Competence of the Principal on Teacher Performance

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Abatract

This study aims to examine the Influence of Madrasah Principal Managerial Competence on Teacher Performance at MAS AL-Washliyah 22 Tembung using a quantitative method. The research design employed is correlational. There are two variables in this study, the independent variable being Principal Managerial Competence (X), and the dependent variable being Teacher Performance (Y). The results of the study indicate that in the partial t-test, the significance value (sig.) is 0.000 < 0.05. Therefore, it can be interpreted that there is a significant influence of madrasah principal managerial competence on teacher performance at MAS Al-Washliyah 22 Tembung. Furthermore, based on the statistical model Summary, the R Square value is 0.606 or 60.6%. Thus, it can be interpreted that the magnitude of the influence of madrasah principal managerial competence on teacher performance at MAS Al-Washliyah 22 Tembung is 60.6%. The magnitude of this influence is categorized as strong.

Keyword: Managerial Competence, Teacher Performance, Principal

Introduction

Education according to the National Education System Law No. 20 of 2003 is a conscious and planned effort to create a learning environment and learning process so that students can actively develop their potential to have spiritual strength, religious values, self-control, personality, intelligence, noble character, and the skills needed by themselves and society (Indonesia, 2003). Based on this definition, the role of education is crucial for improving the overall quality of human resources and building the civilization of a nation.

According to Mulyasana (Muhith, 2017), quality education is that which can enhance students' quality by freeing them from ignorance, inability, helplessness, falsehood, dishonesty, and poor morality and faith. (Sugeng, 2012) states that the implementation of quality education is determined by factors including human and material resources. Among these factors, teachers are the primary resource, playing a pivotal role in achieving educational objectives because they directly interact with students to provide guidance. Teachers are human resources who plan, execute, and determine the success of school goals. This aligns with (Mulyadi, 2021) assertion that teachers are a key factor in the success of any educational effort.

Therefore, teacher performance must be continually improved to fulfill their roles and functions as educators to support the achievement of quality educational objectives. The better the teacher performance, the better the quality of education produced. (Wijaya & Hidayat, 2022) define teacher performance as a teacher's ability to carry out educational tasks in institutions and be responsible for students under their guidance by improving students' academic achievements. Several factors influence teacher performance, one of which is the managerial competence of the school principal. (Tanjung et al., 2021) state that there is an inseparable relationship between the principal's managerial ability, teacher performance, and the quality of education. The managerial competence of the principal greatly influences teacher performance,

which in turn affects student achievement. Thus, the principal's managerial competence significantly impacts teacher performance.

According to Law No. 20 of 2003 on the National Education System, educators are educational personnel qualified as teachers, lecturers, counselors, learning guides, instructors, facilitators, and other designations in accordance with their specializations, and they participate in organizing education (Siahaan et al., 2019). Performance, synonymous with capability, appearance, achievement, and capacity in Indonesian, originates from "to perform," which means to do, carry out, or execute (Wijaya & Hidayat, 2022). Ahmad Susanto (Salsabila, 2022) defines performance as the level of achievement resulting from the execution of specific tasks to meet organizational goals. Performance is crucial for achieving individual or organizational goals by setting targets or objectives.

(Wijaya & Hidayat, 2022) define teacher performance as an educator's ability to execute tasks and responsibilities in educational institutions to improve students' academic achievements. Teacher performance is the level of success an educator achieves in carrying out their professional duties within educational institutions, measurable through their work style during the learning process or the results of completed tasks within a specific timeframe according to established performance standards (Yusutria et al., 2022). It can be concluded that teacher performance is the level of success of educators in carrying out their duties and responsibilities, as well as their ability to achieve established goals and standards. Therefore, teacher performance must be continually improved to support the achievement of quality educational objectives. The better the teacher performance, the better the quality of education produced.

Several factors influence a teacher's performance, including teacher competence, school leadership, and teacher motivation (Susanto, 2013). The principal's managerial ability significantly affects teacher performance, which in turn influences student achievement (Tanjung et al., 2021). Ahmad Susanto (Wulandari, 2020) divides factors influencing teacher performance into two: (a) internal factors stemming from a teacher's belief system, and (b) external factors, including wages, stimulating work environment, honesty and trustworthiness, recognition, and supportive facilities

A study by (Salsabila, 2022) on "The Influence of the Principal's Managerial Competence on Teacher Performance at SMAN 11 South Tangerang" found that the principal's managerial competence affects teacher performance. This influence is evident in the principal's policymaking, decision-making, resource organization, rule-setting, and enforcement to enhance teacher performance. Another study by (Azkia, 2022), titled "The Managerial Competence of School Principals on Teacher Performance," shows that the principal's managerial competence in leadership significantly influences teacher performance. This influence is positive: the higher the principal's managerial competence, the higher the teacher performance.

Based on the above discussion, there is a clear link between the managerial competence of the madrasah principal and teacher performance in achieving educational goals. Field observations at MAS Al-Washliyah 22 Tembung show that teacher performance is quite good, evidenced by teachers' punctuality in welcoming students at the main entrance and their competence in preparing learning materials like lesson plans, annual programs, and semester programs. Notably, teachers at MAS Al-Washliyah 22 Tembung excel in guiding students in research and scientific writing, resulting in tangible research products. This is undoubtedly influenced by the madrasah principal's managerial competence.

Therefore, the author is interested in conducting a study titled "The Influence of the Managerial Competence of the Madrasah Principal on Teacher Performance at MAS AlWashliyah 22 Tembung."

Method

The approach used in this research is a quantitative approach. This type of research is correlational. There are two variables in this study: the independent variable, which is the Managerial Competence of the Principal (X), and the dependent variable, which is Teacher Performance (Y).

The research population comprises the entirety (universe) of the research objects, allowing these objects to serve as the source of research data (Bungin, 2019). The population in this study includes the Principal and all teachers at MAS Al Washliyah Tembung. The sample is a portion of the population that shares its characteristics, effectively representing the population (Jaya, 2020). According to Arikunto (Hatmoko, 2015), if the subject count is less than 100, it is better to include the entire population. The population of teachers at MAS Al Washliyah Tembung is 31. Based on Arikunto's theory, the sample for this study comprises all 31 teachers (the entire population).

The data collection technique employed is a questionnaire containing a list of statements using a Likert scale model. The data analysis techniques used in this study include (a) prerequisite tests: normality test and linearity test, and (b) hypothesis testing: simple linear regression test (partial T-test) and determination coefficient test.

Table 1. Variable Operational Definition Table

No.	Variable	Theory	Operational Definition	Indicator	No. Item	Scale
1	Principal Managerial Competency (X)	The principal's ability to lead and manage resources optimally (Sabrina, 2020).	The principal's ability to manage and control everything related to the educational institution/school, including human resources by referring to the management function.	Ability to plan	1, 2, 3, 4, 5	L
				Ability to organize	6, 7, 8, 9, 10	I
				Ability to implement	11,12,13,14, 15	K
				Ability to carry out supervision	16,17, 18,19, 20	E
						R
						Q
2	Teacher Performance (Y)	Teacher performance is a teacher's ability to carry out a learning task in an educational institution and be responsible for the	Teacher Performance is the level of a teacher's ability to achieve the results of carrying out their duties or work as an educator.	Teacher planning in learning activity programs	1, 2, 3, 4, 5, 6	L
						I
				Implementation of Learning Activities	7, 8, 9, 10, 11,12, 13,14, 15, 16	K
						E
				Evaluation/Assessment of learning	17,18, 19, 20	R
						Q

students under his guidance by improving student learning achieveme nt. (Wijaya & Hidayat, 2022)

Results

Madrasah Aliyah Swasta (MAS) Al-Washliyah 22 Tembung is a formal educational institution oriented towards both religious and general education, meaning that the learning activities conducted at this madrasah focus on integrating religious education with general education. MAS Al-Washliyah 22 Tembung actively contributes to the development of individuals who are intellectually capable, emotionally directed, and spiritually steadfast. To achieve these goals, MAS Al-Washliyah 22 Tembung has established its Vision and Mission.

Vision of MAS Al-Washliyah 22 Tembung: To cultivate individuals who can develop themselves and contribute to the community while being responsible for the development of the nation and the Republic of Indonesia, in alignment with the goals of National Education and Al-Washliyah Education.

Mission of MAS Al-Washliyah 22 Tembung:
1. To develop individuals who are:
   a. Faithful and pious
   b. Knowledgeable and insightful
   c. Morally upright
   d. Intelligent and agile in their endeavors
   e. Physically and mentally healthy
2. To provide the foundation for further education at higher levels
3. To achieve happiness in this world and the hereafter

To determine whether there is a significant influence of the managerial competence of the madrasah principal on teacher performance and to what extent this competence affects teacher performance at MAS Al-Washliyah 22 Tembung, hypothesis testing is necessary. This testing will be conducted using simple linear regression analysis, specifically through Partial T-Tests and the Determination Coefficient Test using SPSS V.25. However, before performing the simple linear regression test, the researcher needs to conduct prerequisite analyses, including normality and linearity tests, using SPSS V.25.

Test Conditions Analysis

Normality test

The normality test is necessary to determine whether the data is normally distributed. In this study, the Shapiro-Wilk test is used for normality testing. The decision rule for this normality test is as follows: if the Sig. value is greater than 0.05, the data is normally distributed; if the Sig. value is less than 0.05, the data is not normally distributed. The results of the normality test are presented in the table below.

Table 2. Test of Normality
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Managerial Competence of Madrasah Heads	,142	31	,112	,945	31	.113
Teacher Performance	.132	31	,179	,942	31	,095

a. Lilliefors Significance Correction

Based on the normality test results presented in the table above, it can be observed that the significance value (Sig.) for the Managerial Competence of the Madrasah Principal variable (X) is 0.113, indicating that the Sig. value for Variable X > 0.05. Therefore, it can be concluded that the Managerial Competence of the Madrasah Principal variable is normally distributed. Similarly, the significance value for the Teacher Performance variable (Y) is 0.095, indicating that the Sig. value for Variable Y > 0.05. Thus, it can be concluded that the Teacher Performance variable is normally distributed.

Linearity Test

The linearity test is conducted to determine whether there is a tendency for the relationship between variables to follow a straight line (linear) or not. The decision rule for this linearity test is as follows: if the Sig. value is greater than 0.05, there is a linear relationship between the variables. However, if the Sig. value is less than 0.05, there is no linear relationship between the variables. The table below presents the results of the linearity test.

Table 3. Tests of Linearity
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Teacher Performance * Managerial Competence of Madrasah Heads	Between Groups	(Combined)	526,169	13	40,475	3,320	.011
		Linearity	444,813	1	444,813	36,487	,000
		Deviation from Linearity	81,356	12	6,780	,556	,848
	Within Groups		207,250	17	12,191		
	Total		733,419	30			

From the results of the linearity test presented in the table above, it can be observed that the significance value for the Deviation From Linearity is 0.848. Since the Sig. value > 0.05, it can be concluded that there is a linear relationship between the variable (X) Managerial Competence of the Madrasah Principal and the variable (Y) Teacher Performance.

Hypothesis Test Analysis

T test

The Partial T-Test is used to determine whether there is a partial (individual) influence of the independent variable (X) on the dependent variable (Y). The decision rule for this partial T-test is as follows:

- If the significance value (Sig.) < 0.05, it means that variable X has an effect on variable Y.
- If the significance value (Sig.) > 0.05, it means that variable X does not have an effect on variable Y.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	22,976	10,007		2,296	,029
	Managerial Competence of Madrasah Heads	,759	.114	,779	6,686	,000

a. Dependent Variable: Teacher Performance

The table above shows the output of the Partial T-Test. It can be observed that the significance value (Sig.) is 0.000, which is less than 0.05. Therefore, it indicates that there is a significant influence of the managerial competence of the madrasah principal on teacher performance at MAS Al-Washliyah 22 Tembung..

Coefficient of Determination Test

The coefficient of determination is used to determine the extent to which the independent variable (X) influences the dependent variable (Y). Below are the results of the coefficient of determination test using SPSS V.25.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779a	,606	,593	3,155

a. Predictors: (Constant), Managerial Competence of Madrasah Heads

Based on the results of the output table above, it is known that the coefficient of determination (R Square) is 0.606. This figure means that the magnitude of the influence of the madrasa head's managerial competence (X) on teacher performance (Y) is 60.6%. Meanwhile, the remaining 39.4% was influenced by other factors that were not examined.

Discussion

The discussion of the results of this research is intended to provide an overview, clarity and understanding obtained from the research results. Based on research data, it was found that there was an influence between the managerial competence of madrasah heads on teacher performance at MAS AL-Washliyah 22 Tembung

In carrying out hypothesis testing to find the influence of the managerial competence of madrasah heads on teacher performance, it is very important to first test the analytical prerequisites, namely the normality test and linearity test. The results of the normality test in this study show that all data is normally distributed. The linearity test carried out shows that there is a linear relationship between the variable (X) managerial competence and the variable (Y) teacher performance.

The managerial competence of madrasah principals in this study significantly influences teacher performance. This can be seen in the T Test results where the value is significantsig 0.000 < 0.05. This proves that the results of this research are in line with the theory stated by (Tanjung et al., 2021) that there is an inseparable relationship between the principal's managerial competence and teacher performance, and the principal's managerial competence will greatly influence teacher performance. Then (Susanto, 2013) said several factors that influence a teacher's performance include teacher competency, school leadership, and teacher motivation.

The magnitude of the influence of the madrasa head's managerial competence on teacher performance in the coefficient of determination test results is 0.606. According to (Bungin, 2019) If the coefficient value is 0.50 – 0.69, it means it is in the category of a strong

positive relationship. In accordance with Bungin's theory above, the coefficient value of 60.6% in this study is in the category of a strong positive relationship.

According to (Sugeng, 2012) The essence of a school principal's managerial competence is the special abilities possessed by the principal as a manager in carrying out management functions through the process of planning, organizing, directing and supervising school resources in order to achieve predetermined goals. In carrying out managerial tasks, school principals as education managers need three types of skills, namely conceptual skills, human relations skills and technical skills. According to (Sudarmanto, 2009) stated that "managerial competence is the ability of a person in his capacity as a manager to be able to carry out management functions which include planning, organizing, directing and supervising". Almost the same opinion was also expressed by (Wahjosumidjo, 2008) stating that "managerial competence is the special dexterity or skills possessed by managers in the process of planning, organizing, leading and controlling the efforts of members of the organization as well as utilizing all organizational resources in order to achieve the goals that have been set."

The results of this research also support previous research conducted by Lutfiatul Azkia and Imas Kania Rahman with the title "School Principal Managerial Competence on Teacher Performance". This research states that the managerial competence of school principals in carrying out leadership roles in schools has a significant influence on teacher performance. This is shown by the coefficient of determination (R-Square) value of 0.300 or 30%, which means the coefficient value is in the medium category.

Then research conducted by (Salsabila, 2022) with the title "The Influence of Managerial Competence on Teacher Performance at SMAN 11 South Tangerang" the results of this research show that the Anova test results show that the Sig. 0.010 < Alpha 0.05 (5%) which means that variable X has an influence on variable Y, then Ho is rejected and Ha is accepted or the F statistical test is significant. So it can be concluded that there is an influence between the principal's managerial competence on teacher performance at SMAN 11 South Tangerang. In the coefficient test results, the Sig value is known. The principal's managerial competency is 0.010, which means that the principal's managerial competency variable influences teacher performance. The principal's managerial competency variable has a direct influence based on the Standardized Coefficient Beta value of 0.385 on teacher performance. Based on the results of the analysis carried out, it can be concluded that there is an influence of the principal's managerial competence on teacher performance at SMAN 11 South Tangerang.

Research conducted by (Sugeng, 2012) with the research title "The Influence of Principal Managerial Competence and School Culture on Teacher Performance in State Middle Schools in Kudus Regency" the results of this research prove that the strength of the relationship between principal managerial competence and teacher performance is expressed by the correlation coefficient The product moment is 0.683. The correlation between the principal's managerial competence and teacher performance is 0.000. If p > 0.05, it means the strength of the relationship is significant. Thus, the better the principal's managerial competence, the better the teacher's performance. The contribution of the principal's managerial competence to teacher performance is 0.467 or 46.7%. This means that the principal's managerial competence influences teacher performance and the magnitude of this influence is 46.7%.

In carrying out this research, the researcher was aware that there were limitations that indirectly influenced the results of this research. The data collection technique in this research uses a questionnaire so that sometimes it is possible that the answers given by respondents do not show the real situation. Then the research instrument data collection from the respondents took a little longer because the school was in the exam period so the respondents were more focused on carrying out exams at the madrasah.

This research only uses two variables, namely managerial competence and teacher performance. So the results only know the influence of managerial competence on teacher performance. From the results of this research, the influence of managerial competence on teacher performance is 60.6%, meaning that there are still other factors that influence teacher performance. So it is hoped that future research can use other variables to find out other factors that influence teacher performance.

Conclusion

Based on the results of the research on the Influence of Managerial Competence of the Madrasah Principal on Teacher Performance at MAS Al-Washliyah 22 Tembung, the following conclusions can be drawn. From the hypothesis testing results using simple linear regression in the Partial T-Test, the significance value (Sig.) is 0.000, which is less than 0.05. Therefore, it can be interpreted that there is a significant influence of the managerial competence of the madrasah principal on teacher performance at MAS Al-Washliyah 22 Tembung. According to the statistical summary of the model, the R Square value is 0.606 or 60.6%. This implies that the magnitude of the influence of the managerial competence of the madrasah principal on teacher performance at MAS Al-Washliyah 22 Tembung is 60.6%. The magnitude of this influence falls into the strong category. In conclusion, it can be inferred that the managerial competence of the madrasah principal significantly affects teacher performance at MAS Al-Washliyah 22 Tembung, with a substantial effect size of 60.6%.

Thank-you note

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