

The Effect Of School Head Leadership On Teacher Professional Competencies

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Abstract: *The purpose of this study was to analyze the influence of principals' leadership on the professional competence of private MAN teachers in Natar sub-district, Indonesia. This study is an Ex Post Facto study with a quantitative approach. The population in this study were all Natar Private MAN teachers totaling 100 people. Sampling uses techniques proportional random sampling and obtained a sample of 80 people. The results of the study obtained conclusions that there was a positive influence between principals' leadership on teacher professional competence by 33%, this was obtained from the results of analysis r^2 of 0.33.*

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I. Introduction

The teacher is the most important element of the education system. Their education and qualifications can be a decisive role in optimizing the education process (Baumert, 2013). Pedagogical knowledge, enthusiasm for teaching, and self-regulating skills in the quality of teaching can affect student learning outcomes (Kunter, 2013).

Education in Indonesia is regulated through Law Number 20 of 2003 concerning the National Education System (Depdiknas, 2003). Education in Indonesia is divided into three main lines, namely formal, non-formal, and informal. Education is carried out in schools including formal education. This study focused on formal education at the level of Private Madrasah Aliyah in the Natar sub-district. Based on the data and the results of observations conducted by researchers on teachers teaching in one of the private MAs in Natar sub-district, there are several factors that give rise to the high and low professional competence of teachers in the field. These factors are like the leadership of the principal. Principal leadership will be very effective when activating the leadership of all stakeholders, including students (Starratt, 2007). Good leadership will motivate school people to do their best, especially by the teacher. Research conducted (Iskandar, 2013) principals' leadership had a significant effect on teacher performance. Leadership will have a direct effect on teacher commitment and indirect effects through teacher efficacy (Ross, 2006).

According to Kreitner (2005), the dimensions of the principal's leadership to be studied refer to the leadership behavioral approach refers to: 1. Idealized influence is a behavior that produces respect and confidence from subordinates; 2. Inspirational motivation, reflected in behavior that always challenges the work done by staff and giving the meaning of staff work.; 3. Intellectual stimulation, namely leadership behavior based on the development of science and intellectually translating it into productive performance; 4. Individualized consideration, leader behavior that always reflects itself as a person who is attentive in listening to and following up on complaints, ideas, expectations, and all input given by the staff.

II. Material and Method

This quantitative research was conducted at six private madrasah aliyah schools in Natar sub-district, Lampung province, Indonesia. A total of 80 teachers were randomly selected among six private madrasah schools.

Study Design : Quantitative Study

Study location : Six MAS in Natar sub-district, Lampung province, Indonesia.

Duration of Study : February 2019 to March 2019-05-26

Sample Size : 80 teachers

Sample Size Calculation : MAS teacher population in Natar sub-district, Lampung province is 100 teachers. The sample was obtained by 80 teachers. The amount is obtained by using the Slovin formula at a significant level of 5%. The sampling technique in this study used a random sampling technique taken by proportional random sampling technique. Sampling with this technique considers the proportion of the population in each group / school. The method used to select the sample is to enter all the names of the school teachers in the glass, then the name is shuffled and issued according to the number of school samples that have

been calculated. The name of the teacher who left the glass was chosen as a sample to fill in the questionnaire prepared.

Instrument

The instrument in this study used a questionnaire. The questionnaire consisted of thirteen statements about professional competence of teachers and thirteen statements about the leadership of the principal. Professional teacher competency has five indicators, namely: mastering the material, structure, concepts, and scientific scientific mindset that supports the subject matter; master the standards of competence and basic competencies of the subjects taught; develop creative learning material; develop professionalism on an ongoing basis by taking reflective actions; utilize information and communication technology to develop themselves. Principal leadership has four indicators, namely: Idealized influence, Inspirational motivation, Power (needs or power), Affiliation (the need for relationships). Questionnaires were assessed on a Likert scale ranging from 1 to 5. Have a variety of meanings from each range, 1 = strongly disagree, 2 = disagree, 3 = disagree, 4 = agree, 5 = strongly agree. The results of the validity of the teacher's professional competence and leadership of the principal get results between 0.60 to 0.79. The reliability of the teacher's professional competence is 0.85 and the principal's leadership is 0.84.

Data Retrieval Procedure

Questionnaires were given to the principal to be delivered directly to the teacher who had been selected as the sample. Teachers are encouraged to answer questionnaires according to their own opinions and the real conditions in their school so that the results can be agreed. The questionnaire was filled by 80 teachers (100% response rate) in six private madrasah aliyah in the Natar sub-district of Lampung province. The Statistical Package for Social Sciences (SPSS) 21 is used to analyze data.

III. Result and Discussion

Description variables

Table 1. Report the highest score, lowest score and average

Table 1. Variable statistical description

Component	Teacher Professional Competence	Principal Leadership
N	80	80
Lowest value	42	45
The highest score	62	65
Average	53,53	56,51

The lowest score is 42 for teacher professional competencies and 45 for principals' leadership. The highest score is 62 for teacher professional competence and 65 for school leadership. The average professional competence of teachers and leadership of principals is 53.53 and 56.51, respectively.

This finding suggests: that the professional competence of teachers and the leadership of principals has an average value and is above the average of almost 50% in the Natar sub-district. Test prerequisite analysis can be divided into several types, namely normality test, heteroscedasticity test, multicollinearity test and linearity test (Sugiyono, 2010).

Table 2 reports the results of the normality test for data using version 22 of the Social Sciences Package (SPSS).

Table 2. Normality Test Results

No	Data	Asymp. Sig (2-tailed)	Information
1	Teacher Professional Competence	0,18	Normal
2	Principal Leadership	0,14	Normal

Table 2 Testing the normality of the professional competence of teachers and the leadership of principals was obtained by Asymp.Sig (2-tailed) respectively 0.18 and 0.14. This value is greater than 0.05 so it can be concluded that the teacher's professional competency data and the principal's leadership are normally distributed.

Heteroscedasticity test aims to test whether the regression model occurs from residual inequality, one observer to another observer (Sugiyono, 2010). One way to detect the presence or absence of heteroscedasticity symptoms is done by the glejser test.

Table 3. Heteroscedasticity Test Results

No	Data	Sig.	Information
1	Principal Leadership	0,54	Not Heteroscedasticity

Table 3 shows that the significance value (sig.) For the principal's leadership variable is 0.54. The significance value of the three variables is more than 0.05, so it can be concluded that there are no symptoms of heteroscedasticity in the regression model which means the data is homogeneous.

Multicollinearity test is done by looking at the VIF value of each independent variable. If the VIF value is <10, the data is free from multicollinearity. The results of the multicollinearity test can be seen in Table 4 below.

Table 4 shows the results of the multicollinearity test and the VIF value for the principal's leadership of the teacher's professional competence is 1.70.

Table 4. Multicollinearity Test Results

No	Data	VIF	Information
1	Principal Leadership	1,58	Not multicollinearity

Because the VIF value is smaller than ten, it can be concluded that the variable is not found to have a correlation between the independent variables.

The results of the linearity of principals' leadership tests on teacher professional competence can be seen in Table 5.

Table 5. Principal Leadership and Linearity Test Results Teacher Professional Competence

No	Data	Sig.Deviation from Linearity	Information
1	Principal Leadership - Teacher Professional Competence	0,97	Linear

Based on Table 5, it is known that the sig value of deviation from linearity in the results of the principal's leadership test of professional competence is 0.97. Sig value obtained is greater than 0.05 menandakan H₀ is rejected or it can be concluded that the linear regression model shape.

The results of the test of the principal's leadership significance on teacher professional competence can be seen in Table 6.

Table 6. Principal Leadership and Regression Coefficients Teacher Professional Competence

Model	B	T	Sig.
Constant	22,78	4,58	0,001
Principal Leadership	0,54	6,20	0,001

Table 6 shows that the leadership of the principal variables obtained $t = 4.58 > t$ table = 1.99 and the value (Sig.) 0.001 < 0.05 then H₀ is rejected or inferred that a significant regression equation.

The regression equation, it can be seen that the regression coefficient is positive so that an increase of 1 headmaster leadership score will be able to increase the teacher's professional competency score by 23.32.

Table 7. Principal Coefficient of Determination of Leadership Against Teacher Professional Competence

R	R Square
0,57	0,33

Based on analysts in Table 7, it is known that the value of $R^2 = 0.33$. This explains that the principal's leadership variable has a tendency of 33% towards teacher professional competence while the remaining 67% is influenced by other factors.

IV. Conclusion

Based on the results of the research and discussion that has been done, then can be concluded that:

There is a positive and significant effect of the influence of the principal's leadership on teacher professional competencies by 33% which is the coefficient of determination. The higher the headmaster's leadership improvement, the higher the professional competence of the teacher.

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