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Influence of Principal Leadership and Management on Competence Achievement by State SMP Teachers in Tangerang Regency

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Abstract: The study analyzed the impact of the achievement of principals and management on teacher achievement in Tangerang District public middle schools. *The hypotheses:* (1). Influence of the leadership of the principal on the achievement of teacher competence; (2). Influence of management on the achievement of teacher competence; (3). Simultaneous influence of leadership and management of school principals on teacher competency achievement. The population in this study included teachers and principals of state junior high schools in Tangerang district in 2022. The sample for this study consisted of 250 teachers and school principals, using data through proportional random and sampling techniques. Data collection techniques were obtained through the questionnaire method with an instrument of 80 statement items. Quantitative data analysis with descriptive statistics included simple correlation and regression analysis and correlation and multiple regression analysis. The results of the study are: (1). Leadership of the school principal has a significant impact on the achievement of teacher competence; (2). A significant influence of management on teacher competency achievement; (3). Very significant influence of the leadership and management of the principal simultaneously on teacher achievement; this can be shown by the multiple correlation coefficient of 0.715 or the coefficient of determination of 51.0%.

Keywords: leadership, management, principal, teacher achievement.

坦格朗县校长领导和管理对国家表面活性剂教师能力成就的影响

摘要:

该研究分析了坦格朗区公立中学校长和管理人员的成就对教师成就的影响。假设：(1) . 校长的领导力对教师能力成就的影响；(2) . 管理对教师能力实现的影响；(3) . 校长的领导和管理对教师能力成就的同时影响。本研究的人口包括2022年坦格朗地区公立初中的教师和校长。本研究的样本包括250名教师和学校校长，使用比例随机和抽样技术获得的数据。数据收集技术是通过问卷调查的方法获得的，工具有80个陈述项目。描述性统计的定量数据分析包括简单相关和回归分析以及相关和多元回归分析。研究结果为：(1) . 校长的领导力对教师能力的实现具有显著影响；(2) . 管理对教师能力成就的显著影响；(3) . 校长的领导和管理同时对教师的成就产生非常显著的影响；这可以通过0.715的多重相关系数或51.0%的决定系数来证明。

关键词：领导、管理、校长、教师成就。

Introduction

Principals who have strong management and leadership skills but are inseparable from deficiencies in educational theory and practice face some problems in education, including limited authority of school principals, which has implications for the low effectiveness of achieving educational targets in schools [1], lack of authority given to school principals in developing education management in schools, and limited facilities in using educational resources allocated to schools.

The management input referred to includes clear assignments, detailed and systematic plans, programs that support the implementation of the school member's actions, and the existence of an effective and efficient quality control system to ensure that the agreed targets can be achieved.

Teacher competency achievement can be seen from the process and results of work. Good work has work steps and operational standards and procedures [2] accompanied by directions from the school principal to improve quality and work results. If the work is carried out according to the procedure, the results of the work will be as desired. A measure of teacher achievement is demanding in learning that describes results that are following the curriculum to be achieved. How far can you do the work in learning, which can then be seen from the results achieved, namely the quality of education as work?

One of the important indicators of the current condition of our education is the low quality of teachers at all levels of education; low quality education will always be associated with low quality of teachers [3]. Our education is at a mediocre and conservative level toward change. This can be seen from several aspects, especially the quality of the management and leadership of less transformative school principals. In fact, regarding efforts to improve the quality of human resources, this matter must be addressed immediately. For this reason, this research will determine how much influence the management and leadership of school principals have on teacher achievement.

1. Research Methods

Research with the survey method is quantitative research. The research subject was the teacher, while the research object was leadership and management achievements of the principals of state junior high schools in Tangerang Regency.

The survey research was intended to obtain a general description of the leadership and management achievement of school principals. To explain the

research variables, a descriptive and correlative explanation was carried out.

1.1. Population and Research Sample

The total population in this research was all teachers and principals of state junior high schools in Tangerang district, 1575 people as the unit of analysis spread over 56 state junior high schools in Tangerang district [4]. The research sample was taken by senior teachers who had worked for more than 10 years and had an undergraduate degree to avoid subjectivity in assessing school principals. Because the population is quite large, this study uses a sample. The number of samples is determined by the Krejci table in [4]. Based on the table with the population at an error rate of 5%, a sample of 250 teachers was obtained.

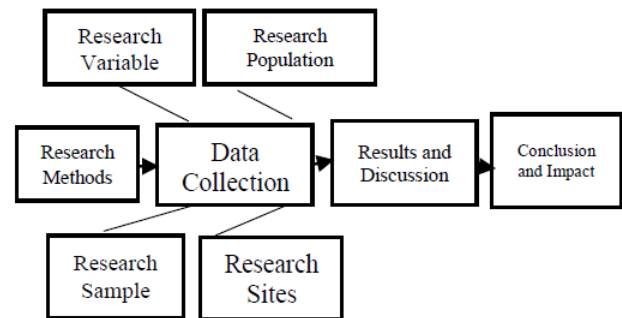


Fig. 1 Research roadmap

2. Results and Discussion

This analysis was conducted through research on 250 teachers and principals of state junior high schools in Tangerang Regency [5]. The data were disclosed using an instrument in the form of a questionnaire and validity and reliability tests, which included the variables of the principal's leadership achievement and the principal's management achievement; the respondents were teachers.

50.9% of the respondents rated the leadership achievement category as good; for 25.7%, leadership achievement was very good; 20.5% rated it sufficient, and some rated leadership achievement at 2.9%. The highest leadership achievement aspect with the best and very good percentages is the vision and mission transformation aspect reaching 89.2% (B: 56.8 + SB: 32.4), which includes indicators: (1) socializing the vision, mission, and the purpose of the school to all school members; (2) inviting and involving teachers to participate in thinking about and formulating vision, mission targets and goals of the school. Meanwhile, the aspect that was the most unfavorable with a percentage reaching 4.4% was the empowerment aspect, which included indicators: (1) using the teacher's potential to achieve goals; (2) trying to allow teachers to develop

themselves; (3) expecting and accepting opinions, suggestions, and criticism from its members and involving teachers in making decisions.

2.1. Effect of Management Variables

The management achievement variable for public junior high school principals in the Tangerang district was revealed by a questionnaire consisting of 17 items consisting of 4 aspects, with a measurement scale of 1 to 5 [6]. The study obtained an average score of 3.84, with a standard deviation of 0.50; the highest average score was 5.00, and the lowest was 2.47. The average for each aspect of the data can be seen in the table below.

Table 1 Leadership average scores and deviations

No.	Leadership Aspect	Score	
		Mean	Deviation
1.	Use of influence	3,60	0,45
2.	Vision and mission transformation	3,95	0,65
3.	Empowerment	3,95	0,65
4.	Mobilization	3,90	0,65
5.	Motivation	3,85	0,65
6.	Briefing and guidance	3,90	0,60
7.	Formation of commitment	3,85	0,65
8.	Overall aspect	3,80	0,45

From the table data, it can be understood that the average score of the leadership achievement aspect of public middle school principals in Tangerang Regency is above 3.4, which is in the good category following the rating scale.

Table 2 Percentages of leadership achievement criteria

No.	Aspect	Percentage (%)				
		VG	G	E	P	VP
1	Use of influence	6,0	65,5	28,0	0,5	0,0
2	Vision and mission transformation	32,5	57,0	7,6	3,0	0,0
3	Use	37,5	42,0	16,0	4,5	0,0
4	Mobilization	29,5	48,5	20,0	2,0	0,0
5	Motivation	27,0	43,6	26,0	3,5	0,0
6	Briefing and guidance	21,0	50,5	26,0	3,0	0,0
7	Formation of commitment	27,0	49,5	20,0	3,5	0,0
8	Average percentage of all aspects	25,5	51,0	20,5	3,0	0,0

Notes: VP - very poor, P - poor, E - enough, G - good, VG - very good

From the table above, it can be seen that as many as 51.0% of the respondents rated the leadership achievement category as good; for 25.5%, leadership achievement was very good; 20.5% rated it sufficient, and some rated leadership achievement at less than 3.0% [7]. The highest leadership achievement aspect with the best and very good percentages is the vision and mission transformation aspect reaching 89.0% (B: 57.0 + SB: 32.5).

Table 3 The average scores and deviations of management aspects

No.	Management Achievement Aspects	Score	
		Mean	Deviation
1	Planning	3,85	0,60
2	Organizing	3,85	0,55
3	Coordinating	3,80	0,60
4	Monitoring and Evaluation	3,90	0,65
5	Overall Management Achievement Aspects	3,85	0,50

From the table data above, it can be understood that overall the average score of the management achievement aspects of the principals of public junior high schools in Tangerang Regency is above 3.5, which is in the good category according to the rating scale.

Table 4 Percentages of principal management criteria

No.	Management Achievement Aspects	VG	G	E	P
1	Organizing	24,5	50,5	22,5	3,0
2	Coordinating	29,0	50,0	18,0	2,5
3	Supervision and evaluation: the average percentage of all aspects	16,0	57,0	22,0	5,0
4	Management achievement aspects	35,0	39,0	24,0	2,0
	Planning	26,0	49,0	21,5	3,0

Notes: VP - very poor, P - poor, E - enough, G - good, VG - very good

From the table above, it can be seen that 49.2% of the respondents rated the management achievement category as good, 26.0% rated management achievement as very good; for 21.5%, it was sufficient, and some rated management achievement at 3.0%. A relatively low aspect of management achievement is coordination, with a percentage of the respondents of less than 5.0% [8], which includes the indicator "coordinating teacher assignments."

2.2. Teacher Achievement

The variable achievement of state middle school teachers in Tangerang Regency was revealed by a questionnaire with 31 items consisting of 6 components, with a measurement scale of 1 to 5; the study obtained an average score of 3.81, with a standard deviation of 0.56; the highest average score was 5.00, and the lowest was 2.85. The average for each aspect can be seen in the table below.

Table 5 Average scores and deviations for each component of teacher achievement

No.	Teacher Achievement Components	Score	
		Mean	Deviation
1	Quality of the learning process	4,00	0,65
2	Learning effectiveness and efficiency	3,75	0,50
3	Teacher professional development and innovation	3,55	0,65
4	Productiveness in education, research, and community service	3,50	0,75
5	Teacher morale	4,05	0,60

Continuation of Table 5			
6	Teacher job satisfaction	3,95	0,65
7	Aspects of overall teacher achievement	3,80	0,55

According to the table data, it can be understood that the average score of the competence of state SMP in Tangerang Regency is above 3.5, which is in the good category according to the rating scale [9]. The best average score is at the teacher's work morale component, which is 4.05, while the lowest is at the productivity component in the fields of education, research, and community service.

Table 6 Percentages of SMP teacher achievement criteria in each component

No.	Teacher Performance Components	VG	G	E	P
1	Quality of the learning process	29,0	49,5	21,5	0,0
2	PBM effectiveness and efficiency	15,5	48,5	35,5	0,5
3	Teacher professional development and innovation	14,5	38,5	39,5	7,5
4	Productivity in education, research, and community service	15,5	32,0	33,5	19,0
5	Teacher morale	30,0	56,5	13,5	0,0
6	Teacher job satisfaction	32,5	40,0	27,5	0,0
	Presentation of the average teacher performance component	23,0	44,0	28,5	4,5

Notes: VP - very poor, P - poor, E - enough, G - good, VG - very good

From the table above, it can be seen that as many as

Table 8 Summary of the linearity test results

No.	Influence	Linear Regression Equation Model	F _{ree}	F _{deviation from linearity}	Sig. F _{deviation from linearity}
1	X ₁ -Y	Y' = 1,060 + 0,720 X ₁	129,840	1,155	0,245
2	X ₂ -Y	Y' = 1,150 + 0,695 X ₂	157,405	1,380	0,085

From the table above, it can be seen that the three influence models have met the assumption of linearity, so the linear regression model can be used in this study.

2.5. Homogeneity Test

The homogeneity test in question is to determine the degree of similarity of the variants of each independent variable X1 and X2 to the dependent variable (Y). Testing the homogeneity of the research variables used the heteroscedasticity test. Detection of the heteroscedasticity problem is carried out by looking at the graph of the distribution of residual values. The heteroscedasticity test uses the regression standardized predicted value plot graph method with regression studentized residual.

2.6. Correlation and Regression Analysis Results

The results of the analysis have shown a relationship between the leadership of the school

23.0% of the respondents had very good achievement categories, as many as 44.0% had good teacher achievement, as much as 28.5% had adequate achievement, and some had less achievement of as much as 4.5% [10]. The best component of teacher achievement is teacher work morale with a good and very good percentage of 86.5%, while the component of teacher achievement that is still lacking is productivity in the fields of education, research, and community service with a percentage of less than 19.0%.

2.3. Data Normality Test

The data normality test uses the Kolmogorov-Smirnov test with a summary of the analysis results as presented in the following table.

Table 7 Data normality test results

No.	Influence	K-S Z	p	Information
1	Residual Y over X1	1,150	0,142	Normal
2	Residual Y over X2	1,321	0,061	Normal
3	Residual Y over X1 and X2	1,146	0,129	Normal

The normality test above obtained significance values of 0.142, 0.061, and 0.129, respectively. These figures are not significant because they are higher than the 5% significance level (0.05). This illustrates that the deviation of the data distribution from the normal curve is not significant, which means that the data distribution meets the assumption of normality.

2.4. Influence Linearity Test

From the hypothesis of linearity, the test results can be seen in the table below.

principal (X1) and teacher achievement (Y) expressed by the regression equation $Y' = 1.060 + 0.720 X_1$. Meanwhile, the significance of the model is indicated by $F_0 = 129.840$ with $(p) = 0.000$ [11]. The linearity test for the relationship between the competency of the school principal (X1) and the achievement of teacher competence (Y) is expressed in the form of statistical test results $F_0 = 1.155$ with $(p) = 0.245$. These results indicate that the research hypothesis that teacher achievement is influenced by the leadership achievement of school principals can be accepted with a linear relationship model.

From the picture it can be seen that the straight line that is increasing to the right is increasing, this means that the competency achievement of the principal's leadership score increases [12]. The teacher competency achievement score will also increase and vice versa, if the principal's leadership achievement score is reduced, teacher achievement will also decline.

2.7. Effect of the Management Achievement on the Educator Competency Achievement

The analysis hypothesis tested in this study reads, "There is an influence of the achievement of school principals on teachers' competency achievement." The results of the analysis show that the relationship model for management achievement (X2) and teacher competency achievement (Y) is expressed by the regression equation $Y' = 1.150 + 0.695 X_2$. Meanwhile, the significance of the model is indicated by $F_0 = 157.405$ with $(p) = 0.000$. The linearity test for the relationship between management achievement (X2) and teacher achievement (Y) is expressed in the form of statistical test results $F_0 = 1.380$ with $(p) = 0.085$. These results indicate that the research hypothesis that teacher achievement is influenced by management achievement can be accepted with a linear relationship

model.

2.8. Leadership and Management Achievements for Teacher Competency Achievement

Leadership and management achievement for junior high school teacher achievement in Tangerang District was 0.585 and 0.625, respectively, while the partial correlation coefficients were 0.455 and 0.505, respectively. The principal's leadership achievement variable (X1) [13], management achievement variable (X2), and the teacher's achievement variable (Y) are as follows. The results of multiple regression analysis obtained a multiple correlation coefficient (R) of 0.715 with a coefficient of determination (R²) of 0.510 or 51.0%. The regression F value is 128.370 with significance of 0.000. The multiple regression equation is $Y' = 0.060 + 0.475 X_1 + 0.505 X_2$. The regression coefficients are partial, as shown in the following table.

Table 9 The coefficients calculated using multiple regression analysis

Model	Standard Coefficients	Sig.	Correlations		
	Beta		Zero-order	Partial	Part
I (Constant)		,805			
Principal Achievement	,390	,000	,586	,445	,348
Management Achievement	,455	,000	,625	,505	,405

From the table above, it can be seen that the product-moment correlation coefficient (zero-order correlation) of principal leadership and management achievements for competency achievement by state junior high school teachers in Tangerang Regency is 0.585 and 0.625, respectively, while the partial correlation is 0.445 and 0.505, respectively.

2.9. Effect of Principal Leadership on the Achievement of State SMP Teachers in Tangerang District

The above study found that the partial correlation coefficient between the heads of principals on the competency achievement by state SMP teachers in Tangerang Regency [14] was 0.445 with a regression coefficient of 0.476, a t value of 7.820, and a significance (probability 'p') of 0.000, which means the null hypothesis was rejected because the significance t (p) is less than the significance level = 0.05, which indicates that the t result of the calculation is in the area of rejection of H_0 ; thus, the alternative hypothesis is accepted, which is significant for the discipline and competence of teachers in SMP State in Tangerang Regency with a partial correlation coefficient of 0.445 or the partial determination coefficient of $(r^2 \times 100\%) = 0.4450 \times 100\% = 19.80\%$.

2.10. Influence of Management Achievement on Tangerang District Public Middle School Teacher Achievement

The above study found that the partial correlation coefficient of management achievement for competence achievement by State SMP teachers in

Tangerang Regency was 0.503 with a regression coefficient of 0.504, a t value of 9.145, and significance (probability 'p') of 0.000 [15]. The null hypothesis was rejected because the significance of t (p) is less than the significance level of 0.05; thus, the alternative hypothesis is accepted, which means a significant influence of management on the competence achievement by State SMP teachers in Tangerang Regency with a partial correlation coefficient of 0.503 or a partial determination coefficient of $(r^2 \times 100\%) = 0.5032 \times 100\% = 25.30\%$. The competency achievement by State SMP teachers in Tangerang Regency can be determined by the principal's management achievement; the higher the achievement of State SMP in Tangerang Regency, the better; if the management achievement of the school principal is low, the competency achievement by state middle school teachers in Tangerang District will also be lower.

These results indicate that H_0 is simultaneously rejected because (sig F/p) of 0.000 is less than the significance level $\alpha = 0.05$ (5%) [16]. The principal management achievement for the competency achievement by state SMP teachers in Tangerang Regency has a coefficient of determination of 51.0%. Whether the principal's leadership and management achievements are good can determine whether the teachers' achievement is good, so teacher achievement will be good if the principal's leadership and management achievements are also good.

2.11. Research Limitations

The research limitation is that it has not yet added variables regarding teacher welfare, where the interest

of teachers will have a significant impact on both good and bad teacher competence.

Because it is difficult to dig into sources of data on teacher welfare because it involves sensitive matters regarding teacher welfare, data from school principals, school committees, and the teachers themselves, with limited data sources, the author cannot add these variables.

3. Conclusions and Recommendations

3.1. Conclusion

Based on the findings discussed, the following conclusions can be drawn:

a. School principals have a significant influence on teacher competence achievement in public junior high schools in Tangerang Regency, with a partial correlation coefficient of 0.445 and a partial determination coefficient of 19.80%.

b. The significant influence of principal management on teacher competence in state junior high schools in Tangerang Regency, with a partial correlation coefficient of 0.505 and a partial determination coefficient of 25.30%.

c. There is a significant simultaneous influence of leadership, management, and performance of the principal on increasing the competency of state junior high school teachers in Tangerang Regency, with a multiple correlation coefficient of 0.715 and a multiple determination coefficient of 51.0%.

3.2. Impact

Based on the conclusions on leadership and management, the principal's performance impacts the teacher competence.

a. The principal's influence is significant and impacts increasing the competence of State Middle School teachers in Tangerang Regency. The principal's performance is effective with partial coefficients, correlations, and partial determination coefficients.

b. The principal's management significantly influences teacher competence achievement in public junior high schools in Tangerang Regency, with a partial correlation coefficient and a higher partial determination coefficient on the achievement of teacher competence.

c. Leadership, management, and performance of the principal simultaneously impact improving the achievements of elementary school teachers with multiple correlation coefficients and multiple determination coefficients.

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