

The Influence of Principal's Managerial Competencies and Teachers' Performance on the Quality of the Graduates

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Abstract: This study aimed to determine and analyze the partial and simultaneous influence of principal managerial competence and teacher performance on graduate quality in public junior high schools within Tebing Tinggi District. Employing a quantitative ex post facto approach, data were collected via questionnaires and documentation from a sample of 135 teachers. Analysis was conducted using the SPSS program. The analysis concluded that: (1) principal managerial competence significantly influences graduate quality; (2) teacher performance significantly influences graduate quality; and (3) both factors together have a significant simultaneous influence on graduate quality. This study provides empirical validation of a combined leadership-instructional framework, simultaneously testing the direct and collective impact of both administrative and pedagogical variables on educational outcomes in a specific regional context. Findings suggest that school improvement initiatives should integrate targeted leadership development for principals with continuous teacher performance enhancement programs to effectively elevate graduate standards. The research offers a validated model for stakeholders, emphasizing that synergistic improvement in school management and classroom instruction is critical for advancing educational quality.

Keywords: Principal Managerial Competence, Quality of the Graduates, Teacher Performance

A. Introduction

Education is an effort to rise for equity and increase the potential of students to achieve the desired quality of education. However, the quality of education in Indonesia compared to other countries is currently very worrying. The current case of education that we feel is the low quality of education at various levels of education, both formal and informal, due to the loss of human resources. who have experience and skills to deal with developments in various fields? In order to achieve this goal, efforts to improve the quality of education certainly depend on human resources. Schools are educational institutions that support the quality of human resources that are beneficial to the environment, society, and state. To improve the quality of education, schools should be managed by a leader who has

the basics and requirements of leadership and is assisted by reliable teacher performance, so that the quality of education in schools will be even better. In general, education is one of the main factors and sources for the progress and development of the country, so that the role of education occupies a central position in improving the quality of learning. In the future, education problems will become more complex, so it requires school principals to always make various efforts to improve the competence of all school components.

Leadership has a very *significant role* in improving the quality of education in schools. Generally, the reference that is the basis for the quality of education in a school is the quality of graduates in that school. The quality of school graduates is the quality standard or the level of good or bad graduation (graduates) of an educational institution. The quality of graduates is an important indicator of the quality of education, reflecting how schools prepare students for the next life, both continuing their education to a higher level and entering the world of work. In relation to Junior High School, it can be understood that the quality of graduates is the quality standard for students to take education to the next level, be it Senior High School or Department.

The quality of graduates is not only about academic grades, but also includes the attitudes, knowledge, and skills possessed by graduates. This reflects how the school has succeeded in developing students' potential holistically. Furthermore, improving the quality of graduates aims to produce graduates who are competent, ready to compete, and can contribute to society. To achieve the expected quality of graduates, of course, it is influenced by several factors, including the quality of teachers, curriculum, facilities and infrastructure, learning environment, and the involvement of parents and the community and what is spearheaded is the ability of the principal to manage the school community he leads. The ability of the principal in question is how the principal is able to manage his school or in other words the managerial carried out by the principal.

Rohiat (2019) explained that schools as an institution of an organization in improving quality must look at all aspects of school components. So that all school components are responsible for their respective duties and functions. According to Nawawi (2024), quality education is directed to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This is emphasized by Nanang (2021) stating that quality is the *ability* possessed by a person or individual to produce the best, and have benefits. Furthermore, Hidayat & Asroi (2019) identified 13 characteristics of quality schools, namely: (1) accredited; (2) prevent problems from arising; (3) reliable human resources; (4) have a good strategy; (5) strive to be better; (6) have short-term, medium-term and long-term planning; (7) seek improvements in accordance with the main duties, functions and responsibilities; (8) encourage quality people and

work well; 9) clarify the roles and responsibilities of each person; 10) have a clear strategy and evaluation criteria; 11) put quality for further service; 12) view quality as an integral part of work culture; 13) Put on continuous quality improvement.

The success or failure of the quality of graduates in a school is inseparable from the managerial competence of the principal that he implements. Regarding the managerial competence of a school principal is the ability to manage the school, be it planning, organizing, implementing, and evaluating. This competence is important to achieve school goals so that they are in accordance with the vision, mission and goals in the school to be implemented as best as possible.

In order for the quality of graduates to be produced properly, it is necessary to have the role of the principal as explained by Suharsaputra (2018), including: (1) as a Manager; (2) as an Administrator; (3) as a Supervisor; (4) as a *Leader*; (5) as an Innovator; (6) as a Motivator; (7) as an *Entrepreneur*. Suhertian (2021) said that the role of the principal is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. Subsequently, Soetopo (2020) explained that the ability of the principal through his role in carrying out his duties is to convince and mobilize others to want to work together under his leadership as a team to achieve a certain goal. Furthermore, Sudrajat (2019) stated that the role of school principals in improving the quality of education has a positive impact on an organization. The role played by the principal will have an impact on the educational order in the school he leads.

Whatever the principal does in carrying out his duties as a leader, without the help of school residents such as teachers in carrying out learning, of course the expected results will certainly not go well. In the learning process, teacher performance is a determining factor that cannot be separated from the quality of graduates. It was stated by Sagala (2021) that teacher performance standards are related to the quality of teachers in carrying out their duties, namely: (1) working with students individually, (2) preparation and planning of learning, (3) utilization of learning media, (4) involving students in various learning experiences, and (5) active leadership of teachers. Therefore, the duties and functions of teachers can be summarized into three parts as stated by Zahroh (2022) as follows: a) Teachers as teachers (*instructional*), are in charge of planning all teaching programs and implementing the programs that have been prepared with assessments in them; b) The teacher as an educator, is in charge of directing students to a level of maturity with a personal personality; c) Teachers as leaders, who lead and control themselves, students, and the community related to efforts to *direct, plan, control, organize*, and participate in the programs they implement.

Rusman (2019) explained that the factors that support the teacher's self-concept include: (a) flexibility in learning; (b) empathy and sensitivity to all student needs;

(c) able to teach according to students' tastes; (d) able to provide *reinforcement*; (e) able to provide convenience in the learning process; and (f) being able to adjust confident emotions in the learning process.

Based on the results of our initial observation at State Junior High Schools in Tebing Tinggi District on Monday, April 14, 2025, namely at SMP Negeri 1 Tebing Tinggi, SMP Negeri 2 Tebing Tinggi, SMP Negeri 3 Tebing Tinggi, information was obtained from the vice principal for curriculum explaining that the managerial competence of the principal in carrying out his duties is the difficulty of developing the school information system, supervision that is not followed up, and obstacles in the development of syllabus/lesson plans related to the Independent Curriculum, as well as coaching for teachers in schools, especially related to teacher performance that has not been as expected. Because there are still teachers who do not have educator certificates and teachers who teach are still very limited.

Other information about the quality of graduates comes from inadequate infrastructure, uneven quality and distribution of teachers, learning methods that are too theoretical, and the lack of involvement of parents and the community which has an impact on students' suboptimal abilities in material understanding, time management, to interpersonal and communication skills, even though graduation standards can be met. Also, the principal always strives to always provide direction and guidance to teachers who have not obtained certification, so that the performance of teachers as education personnel in schools can be better in their standard of living and the learning process delivered will be better.

This is the concern of school principals in Tebing Tinggi District, to always strive to improve the quality of graduates in the schools they lead. But in reality, currently some schools in Tebing Tinggi District, Empat Lawang Regency, the quality of graduates is not in accordance with expectations. Some schools that have low graduate quality are still low, this condition is certainly influenced by several factors such as the lack of infrastructure so that the learning process delivered is not optimal, as well as books in the library, incomplete sports equipment, curriculum, programs, media and tools to support readiness in achieving the quality of graduates. If the infrastructure, curriculum, programs, media and tools as support have not been fulfilled, the quality of graduates in several secondary education institutions will certainly affect the quality of these graduates.

Teachers and educators who teach from each of Tebing Tinggi State Junior High School in Empat Lawang Regency, State Junior High School 1 Tebing Tinggi totaling 56 teachers, State Junior High School 2 Tebing Tinggi totaling 27 teachers, State Junior High School 3 Tebing Tinggi totaling 31 teachers, State Junior High School 4 Tebing Tinggi totaling 26 teachers, State Junior High School 5 Tebing Tinggi totaling 44 teachers, SMP Negeri 6 Tebing Tinggi has 16 teachers, and SMP Negeri 7 Tebing Tinggi has 21 teachers.

Based on this background, it is necessary to conduct research on the influence of the managerial competence of the principal and the performance of teachers on the quality of graduates in State Junior High Schools in Tebing Tinggi District, because we feel that this research is very important to find out more about the managerial competence of the principal, the performance of teachers which has an impact on the quality of graduates through a research titled, "The Influence of Managerial Competence of the Principal and the Performance of Teachers on the Quality of the Principal. Graduates at State Junior High Schools in Tebing Tinggi District."

We conducted this study to find and prove whether this study has an influence or not and how much the percentage of influence between variables both individually and simultaneously. In addition, this research is supported by several studies of supporting theories related to the managerial competence of school principals, teacher performance and the quality of graduates, and is strengthened from relevant previous research studies to prove this research.

Previous research studies can strengthen the allegations of current research. Research on principal leadership and teacher performance has been researched by Rohani, et. al., (2020); Kamalia, et. al., (2025); Usmar, & Santosa, (2022) with the title The Influence of Principal Leadership and Teacher Work Discipline on Elementary School Teacher Performance in Sembawa District. The results of this study explain that 1) there is a positive and significant influence of the principal's leadership on teacher performance; 2) there is a positive and significant influence of work discipline on teacher performance; 3) there is a positive and significant influence of the principal's leadership and teachers' work discipline simultaneously on teacher performance. The similarity in this study is that both the principal and the teacher's performance are examined. The difference in this study is that we examined the Influence of School Managerial Competence and Teacher Performance on the Quality of State Junior High School Graduates in Tebing Tinggi District.

Research on the quality of graduates was researched by Sari, et, al., (2022) with the title Student Supervision in Improving the Quality of School Graduates. The results of this study explain that student supervision contributes significantly to improving the quality of quality school graduates characterized by supervision activities carried out by school principals, these activities are the basis for seeing student development, one of which is from the academic aspect. Looking at the relevant previous research, we concluded that there are similarities between the research and the current research, namely both researching the principal, teacher performance and the quality of graduates, but what distinguishes the previous research from the current research is the study of the research carried out such as the population and samples as well as the place used as the research. The formulation of the problem in this study is 1) Is there an influence of the managerial competence of school principals on the quality of graduates in State Junior High Schools in Tebing Tinggi District? 2) Is there an influence on teacher performance on the quality of graduates

in State Junior High Schools in Tebing Tinggi District? 3) Is there an influence of the managerial competence of the principal and the performance of teachers at the same time on the quality of graduates in State Junior High Schools in Tebing Tinggi District?

B. Methods

This research was conducted at State Junior High Schools in Tebing Tinggi District, Empat Lawang Regency and the research time was conducted in September – November 2025. This study uses a quantitative method because it aims to analyze the results of the research. The quantitative method is based on the philosophy of *positivism* which emphasizes objective phenomena and is studied quantitatively (Sugiyono, 2019; Arikunto, 2019). The maximization of the objectivity of this research is carried out by using numbers, statistical processing, which are used to answer problems through careful measurement techniques on certain variables, so as to produce conclusions that can be generalized regardless of the context of time and situation as well as the type of data collected, especially quantitative data. The population in this study is teachers in State Junior High Schools in Tebing Tinggi District, Empat Lawang Regency, as illustrated in the following table.

Table 1. Research Population

No.	School Name	Number of Teachers
1	SMP Negeri 1 Tebing Tinggi	41
2	SMP Negeri 2 Tebing Tinggi	27
3	SMP Negeri 3 Tebing Tinggi	31
4	SMP Negeri 4 Tebing Tinggi	26
5	SMP Negeri 5 Tebing Tinggi	43
6	SMP Negeri 6 Tebing Tinggi	15
7	SMP Negeri 7 Tebing Tinggi	21
Quantity		204

The research sample is a part of the number and characteristics that the population has (Sugiyono, 2019). The sampling technique or commonly called sampling is the process of selecting a number of elements from the population being studied to be sampled, and understanding the various traits or characteristics of the subjects that are sampled, which can be generalized from the population elements. To determine the size of the sample in this study, we used the Slovin formula. The purpose of sampling is to obtain data that can be generalized to the population in an efficient and effective way. The sample used in this study was 204 teachers of State Junior High Schools in Tebing Tinggi District. The sampling technique in this study is to use the Slovin formula. Thus, to determine the sample of the population with a total of 204 in this study, we refer to Macali's opinion using the Slovin formula, where the desired deviation rate from this study is 10% (0.01) then based on the formula, to determine the sample is done as follows.

$$n = \frac{N}{N.d^2 + 1}$$

Description:

n = Number of Samples

N = Total Population

d = Desired precision/degree of deviation

Based on the explanation above, the sample used in this study uses the Slovin formula. This formula is used to determine a representative sample size of a population by considering the acceptable error rate. The tolerated error rate (*e*) is usually set at 5% (0.05) for studies that require high precision, or 10% (0.1) for more exploratory studies, which are as follows.

$$n = N / (1 + N * e^2)$$

Where:

n : Sample size required.

N : Population size.

e : The tolerated error rate (usually 0.05 or 5%), then squared.

Thus, it can be known:

$$n = 204 / (1 + 204 \times (0,05 \times 0,05))$$

$$n = 204 / (1 + 204 \times 0,0025)$$

$$n = 204 / (1 + 0,51)$$

$$n = 204 / 1,51$$

$$n = 135,1$$

$$n = 135 \text{ (Rounded)}$$

Based on the determination of the sample using the Slovin formula above, the teachers who will be used as a sample in this study are 135 teachers which can be seen in the following table.

Table 2. Research Sample

No.	School Name	Number of Teachers
1	SMP Negeri 1 Tebing Tinggi	21
2	SMP Negeri 2 Tebing Tinggi	21
3	SMP Negeri 3 Tebing Tinggi	21
4	SMP Negeri 4 Tebing Tinggi	21
5	SMP Negeri 5 Tebing Tinggi	15
6	SMP Negeri 6 Tebing Tinggi	15
7	SMP Negeri 7 Tebing Tinggi	21
Quantity		135

The data collection technique in this study is a questionnaire which is a series of questions or written statements addressed to respondents and filled out by the respondents themselves (Arikunto, 2019). In this study, we used a data collection tool, namely a questionnaire using a *likert* scale, which is a statement as the main

instrument. The questionnaire was presented with various alternative answers, namely: 1) Always (SL), 2) Often (SR), 3) Rarely (JR), 4) Never (TP) (Sugiyono, 2019). The data analysis technique in this study uses simple correlation data analysis techniques and multiple regression with the help of *the SPSS For Windows* Version 26 program. The stages of implementation of the analysis include: (1) descriptive analysis, (2) analysis requirements test, and (3) hypothesis test.

C. Result and Discussion

The Influence of Principals' Managerial Competence on the Quality of Graduates

Based on the results of the first hypothesis test using t-test statistical analysis, the t-test value showed that the result was 5.717. To test the hypothesis, we use the criterion that if the tcount exceeds the table, then H_a is accepted. On the other hand, if the tcount is less than ttable, then H_a is rejected. To find the table, we look at the significance level $\alpha = 5\%$ divided into two, i.e. 2.5% for the double-sided test, with the degree of freedom (df) calculated by the formula $n-k$, so $df = 135 - 2 = 133$, with n as the number of samples and k as the sum of independent variables. In a double-sided test, for a significance level of 0.05, the ttable was obtained at 4.670. Thus, based on this information, the value of the $t_{cal} > t_{table}$ or the value obtained was $5.717 > 0.000$. This shows that H_0 was rejected and H_a was accepted. Thus, the results of this first hypothesis test can be said to be acceptable or there is a significant influence of the managerial competence of the principal on the quality of graduates at State Junior High Schools in Tebing Tinggi District.

Based on the results of the analysis of the determination coefficient of the first hypothesis test, it was shown that the R value in the Model Summary was 0.474. This indicates that there is a fairly strong influence between the two variables X_1 on Y . This is known from the correlation value listed in the table which shows that the correlation coefficient is in the range of 0.400 to 0.599. The amount of relationship between variables in the first hypothesis, namely the influence of managerial competence of school principals, has a fairly strong relationship with the quality of graduates in State Junior High Schools in Tebing Tinggi District. *The Standard Error* in the summary model table that (Standard Deviation) indicates how much variation in the predicted value varies. In this study, the standard deviation value was 0.18320. The smaller the standard deviation number, the higher the quality of the resulting model. In accordance with the determination coefficient analysis, this analysis is used to measure how much influence the independent variable has on the bound variable in the form of a percentage. This is explained in the table above, which shows that the value of the R Square (R^2) determination coefficient is 0.294, which means that the percentage of the influence of the principal's managerial competence on the quality of graduates in State Junior High Schools in Tebing Tinggi District is 29.4%. Furthermore, the rest of the percentage of influence contributed was influenced by other sources that were not tied to this study. Thus,

we can state that, the better the managerial competence possessed by the principal in carrying out his duties as a leader, the better the quality of graduates at State Junior High Schools in Tebing Tinggi District.

The study of supporting theories regarding the managerial competence of school principals is explained by Sukadi (2019) that competence is a person's ability to do a job well, which is based on knowledge, skills, and attitudes. Competency can also be interpreted as the basic characteristics that a person has. Competence is the ability to carry out a job or task based on skills and knowledge. Managerial understanding is the adoption of the word management. In general, "managerial" refers to the ability or skill in managing or directing the activities of others to achieve a specific goal. It involves the process of planning, organizing, directing, and controlling to utilize resources effectively and efficiently (Soetopo, 2020). Furthermore, Wahjosumidjo (2019) stated that managerial is about how an individual or group can manage and direct resources, including humans, finances, time, and materials, to achieve the desired results. Yuliati (2018) further explained that often, managerial involves the ability to move and direct others in carrying out their duties and responsibilities to achieve common goals.

Referring to this study, the managerial competence of a school principal is the ability to manage the school effectively and efficiently, including planning, organizing, implementing, and evaluating school activities. It also includes the ability to lead, inspire, and mobilize all parties in the school to achieve educational goals (Soetopo, 2020). The same thing was stated by Rohiat, (2019) that the ability of school principals to regulate the school structure, divide duties and responsibilities, as well as create cooperation between teachers and staff, implement plans and programs that have been made, supervise the course of the learning process, and provide guidance to teachers.

In carrying out duties in relation to the quality of graduates, of course the principal has a strategy in the implementation of the duties regulated in Government Regulations through the main duties and functions, as explained by Wahjosumidjo (2019) explaining that the leadership of the school principal, which is one of the implementations of national leadership that aims to educate the life of the nation, must reflect the realization of Pancasila leadership that has character and virtue. Thus, it can be explained that the strategy is a very powerful and inevitable management tool in schools.

Meanwhile, based on the function of the principal, according to Daryanto (2020) stated that the functions of the principal are: (1) Formulation of work objectives and school policy makers; (2) School Work Arrangements; (3) Supervisor of school activities. Furthermore, Sudrajat (2019) explained that the main duties and functions of school principals as leaders are: (1) formulating visions, missions, goals and achievement strategies: (2) Organizing schools; (3) motivate staff and set a good

example; (4) Supervise, guide all staff and school residents; and (5) Evaluate the educational process and results to be used as the basis for education and quality growth.

The results of the research on school principals in this study do not have an influence on other relevant research, such as the research researched by Darmawan (2019), where the results of this study conclude that: 1) there is an influence of the principal's leadership style on teacher performance, 2) there is an influence of school organizational culture on teacher performance, 3) there is an influence between the principal's leadership style and the school organization's culture on teacher performance. This research can be said to have similarities and differences with the current research, which is both researching the leadership of school principals. The difference is that the current research examines the Influence of School Managerial Competence and Teacher Performance on the Quality of State Junior High School Graduates in Tebing Tinggi District.

Furthermore, another study on school principals was researched by Rohani, et. al., (2020), where the results of this study explained that 1) there is a positive and significant influence of the principal's leadership on teacher performance; 2) there is a positive and significant influence of work discipline on teacher performance; 3) there is a positive and significant influence of the principal's leadership and teachers' work discipline simultaneously on teacher performance. The similarity in this study is that both the principal and the teacher's performance are examined. The difference in this study is that we examined the Influence of School Managerial Competence and Teacher Performance on the Quality of State Junior High School Graduates in Tebing Tinggi District.

Another study examining school principals was researched by Damiati, Kristiawan, Rohana (2020), where the results of this study concluded: (1) the leadership of school principals has a significant effect on teacher discipline; (2) work motivation has a significant effect on teacher discipline; and (3) the principal's leadership and work motivation together have a significant effect on work discipline. This research can be concluded to have similarities with the current research, which is both researching the principal and the performance of teachers. The difference lies in other supporting variables.

The Influence of Teacher Performance on the Quality of Graduates

Based on the results of the simple linear regression analysis coefficient, the effect of teacher performance on the quality of graduates in State Junior High Schools in Tebing Tinggi District, which can be seen in the table above, shows the results obtained from the value of the constant coefficient which is 1.191 and the coefficient for X₂ which is 0.612. Thus, the simple linear regression equation becomes $\hat{Y} = 1.191 + 0.612 X_2$, or if viewed separately, the relationship between the variables X₂ and Y

is $1.191 + 0.612$. This equation is then used to explain the influence of teacher performance on the quality of graduates in State Junior High Schools in Tebing Tinggi District. The results of the second hypothesis test in this study show that the result obtained is that the t-count value is 7.303. In the hypothesis testing criteria, if t-count is greater than t-table then H_a is accepted, but if it is the opposite, then H_a is rejected. To determine the table, it is searched with $\alpha = 5\% : 2 = 2.5\%$ (double-sided test) and with degrees of freedom (df) calculated as $n-k$, i.e. $df = 135 - 2 = 133$ (where n is the number of samples and k is the sum of independent variables). With double-sided testing (significant = 0.025), the obtained t-table was 4.284. Based on the existing explanation, $t\text{-count} = 7.303 > t\text{-table} = 0.000$, then t-count is greater than t-table. This shows that H_0 was rejected and H_a was accepted. Therefore, it can be said that partially from the second hypothesis test in this study, there is a significant influence of teacher performance on the quality of graduates in State Junior High Schools in Tebing Tinggi District.

Based on the results of the determination coefficient analysis, the R number in the Model Summary as seen in the table above, shows an R value of 0.566. This shows that there is a strong relationship between teacher performance and the quality of graduates in State Junior High Schools in Tebing Tinggi District. This is seen because the relationship value is between 0.400 and 0.599. The Standard Error of Estimated, also known as the Standard Deviation, serves to measure how much the predicted value varies. In this study, the standard deviation value was 0.17145. If the standard deviation number is smaller, then the model used is better. Next, to find out the percentage of influence contributed from independent variables to dependent variables. This explanation can be seen in the table above, where the value of the R Square (R^2) determination coefficient is recorded at 0.321. This shows that the percentage of influence given by teacher performance on the quality of graduates in State Junior High Schools in Tebing Tinggi District is 32.1%. Furthermore, the rest of the percentage of influence contributed was influenced by other sources that were not tied to this study. Thus, we can state that, the higher the performance of teachers in carrying out their duties at school, the better the quality of graduates in State Junior High Schools in Tebing Tinggi District.

The study of teacher performance theory that supports this study, as stated by Rusyan (2019), states that teacher performance is carrying out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as doing school administration and learning administration, carrying out guidance and services to students, and carrying out assessments. Furthermore, Zahroh (2022) defines performance as a reflection of the overall way a person sets his or her achievement goals. Furthermore, Mulyasa (2018) stated that teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are achieved well through a learning activity carried out by the teacher in accordance with the targets and objectives.

According to Law Number 141 of 2018 concerning teacher performance, it is stated that professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education. The law explains that a teacher is a professional education personnel whose job is different from others, because it is a profession, special abilities and expertise are needed in carrying out their duties and functions.

Teacher performance will certainly be influenced by factors, this is stated by Buchori (2020) several factors that affect teacher performance, namely the following: (1) Personal/individual factors, including elements of knowledge, skills (skills), abilities, confidence, motivation, and commitment possessed by each individual teacher; (2) Leadership factors, including aspects of the quality of managers and team leaders in providing encouragement, enthusiasm, direction and work support to teachers; (3) Team factors, including the quality of support and enthusiasm provided by colleagues in a team, trust in fellow team members, cohesiveness and closeness of team members; (4) System factors, including the work system, work facilities provided by school leaders, organizational processes (schools) and work culture in the organization (schools).

Another opinion that explores the factors that affect teacher performance is stated by Supardi (2023) efforts that can be implemented to improve teacher performance include: 1) accepting new attendance well; 2) giving new teaching tasks in accordance with the fields and competencies quasi-qualified by the new teacher; 3) forming and implementing a working group for teachers in the field of study and teacher deliberations in the field of similar studies (KKG) as a forum for teachers to discuss, plan problems and solve problems that occur in the classroom; 4) conducting administrative and academic supervision of new teachers as material for improvement and determining policies; 5) Supporting the development of new teachers, both administrative, academic, and career; 6) provide opportunities for new teachers to take part in training both in schools, districts, provinces and at the national level; 7) rewarding teachers who excel and punishing teachers who are lazy and problematic; 8) giving additional tasks to new teachers; 9) Forming family bonds at their respective schools with meetings held at the homes of family bond members.

Relevant research that strengthens the study in this study, but has no effect on the results obtained, such as the research researched by Hasanah, et. al., (2023); Hasanah, & Zainuddin, (2024); Burhanuddin, et. al., (2023); Fahmi et. al., (2017), the results of this study explain that there is a positive influence of teacher performance on the quality of education in private junior high schools in Rajeg District. This is evidenced by a hypothesis test that states that teacher performance has a significant effect on the quality of education in Private Junior High School in Rajeg District. Test criteria: Calculated value = 4.683 > sig value = 0.000. In addition, it is also known that the influence of the coefficient is 86.2% which states that the variable of teacher

performance has an effect of 86.2% on the quality of education in Private Junior High School in Rajeg District. This research can be said to have similarities with the current research, which is both researching teacher performance. Furthermore, what distinguishes this research is in the study of education quality, while the current research examines the impact of the managerial competence of school principals and teacher performance on the quality of graduates in State Junior High Schools in Tebing Tinggi District.

Another study on teacher performance was researched by Sari (2018), the results of this study concluded that performance is not solely measured by how a teacher is able to be responsible for his students, but how the teacher is able to dedicate themselves to the development of education in the school (work environment). This research has similarities and differences with the current research, which is both researching teacher performance. The difference is that Sari researched "The Influence of Work Environment and Work Motivation on the Performance of Teachers of SMK Negeri 10 Muaro Jambi", the current research examines the Influence of School Managerial Competence and Teacher Performance on the Quality of State Junior High School Graduates in Tebing Tinggi District.

The Influence of Principals' Managerial Competence and Teacher Performance on the Quality of Graduates

Based on the results of the third hypothesis test research, using multiple regression analysis, it was found that the F-calculated value in the table above was obtained, a result of 39.242. The condition for testing a hypothesis is that if $F\text{-calculated} \geq F\text{-table}$, then an alternative hypothesis is accepted. However, if $F\text{-calculated} < F\text{-table}$, then the alternative hypothesis is rejected. Referring to the F-table with a significance level of 0.05 and a degree of numbering freedom of 2 (calculated based on the number of free variables) and a degree of freedom of the denominator of 134 (calculated from the number of samples minus the number of free variables, after that subtracted by one), these numbers can also be searched using an Excel program by entering the formula = FINV(0.05,39,242) on the empty cell, which results in a number of 2.015 (Prayitno, 2018). From the description, we can see that the value of the F-calculation is $39.242 > \text{the } F\text{-table is } 0.000$. Because $F\text{-calculation} \geq F\text{-table}$, the hypothesis in this study is acceptable, which shows that simultaneously there is a significant influence between the managerial competence of the principal and the performance of teachers on the quality of graduates in State Junior High Schools in Tebing Tinggi District.

Based on the results of the analysis of the third hypothesis test through the analysis of the determination coefficient which shows the summary of the model, an R value of 0.642 was obtained. This indicates that there is a strong relationship between the variables X1 and X2 (which are independent) and Y (which are dependent). This means that the correlation value is in the range of 0.500 to 0.699. The Standard Error

of Estimated is used to assess how diverse the estimated values are. In this study, the standard deviation obtained was 0.16021. The smaller the standard deviation value, the better the model used. Furthermore, to see the results of the contribution of the percentage of influence between variables simultaneously, it is known that the value of the determination coefficient of R Square (R²) is 0.412 which shows that the amount of contribution of the influence of the managerial competence of the principal and the performance of teachers on the quality of graduates in State Junior High Schools in Tebing Tinggi District is 41.2%. Furthermore, the rest of the percentage of influence contributed was influenced by other sources that were not tied to this study.

From the results of the research obtained, we can explain that the better the managerial competence possessed by the principal, where in carrying out the task, of course, it refers to the main tasks and functions regulated by the government as the theory put forward by Yuliati (2018) states that the skills that school principals must have in improving the quality of education include: (1) being able to improve the professional competence of teachers, (2) mastering the learning materials of the field of study broadly and in-depth which includes mastering the substance of the content of the subject curriculum material in schools and the scientific substance that oversees the curriculum material, (3) being able to manage the classroom, mastering learning strategy methods and adding scientific insight as a teacher. Furthermore, Mulyasa (2018) explained that the principal also has the main task of managing the implementation of educational and learning activities in schools. More operationally, the principal's main duties include exploring and utilizing all school resources in an integrated manner within the framework of achieving school goals effectively and efficiently.

In the Regulation of the Minister of National Education Number 28 of 2016 concerning Standards for Principals/Madrasah it has been determined that there are 5 (five) dimensions of competence, namely: (1) personality, (2) managerial, (3) entrepreneurship, (4) supervision, and (5) social. According to Nawawi (2024), the competencies that must be possessed by school principals are: (1) formulating teaching improvements; 2) motivate teachers and staff members; 3) assist in advancing supervision programs; 4) encourage and guide teachers and all school staff to be responsible in carrying out their duties. It was further stated by Rohiat (2019, p:46) that school principals are required to have the following skills: (1) Proficiency in managing personnel; (2) Proficiency in arranging school equipment; (3) Proficiency in administering finance and financing; (4) Ability to cooperate between schools and communities; (5) Ability to lead and spearhead curriculum implementation and teaching improvement.

Regarding teacher performance, it has been stipulated in government regulations, namely the Permendikbud which regulates the performance of teachers, school principals, and school supervisors, namely Permendikbudristek Number 25 of 2024.

This regulation is an amendment to Permendikbud Number 15 of 2018 concerning workload fulfillment. In addition, there is a Regulation of the Director General of Teachers and Education Personnel Number 7607/B.B1/HK.03/2023 which regulates technical guidelines for managing the performance of teachers and principals, including through the Independent Teaching Platform.

In line with the Ministry of Education and Culture's regulations above, Supardi (2019) explained that a teacher is a professional educator whose main task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, primary education, and secondary education. From the law, it is clear that a teacher is a professional education personnel whose job is different from others, because it is a profession, special abilities and expertise are needed in carrying out their duties and functions.

Thus, a teacher is someone who is professional and has knowledge, and teaches his knowledge to others, so that the person has an improvement in the quality of his human resources. Therefore, teacher performance is related to planning tasks, learning management and assessment of student learning outcomes (Hamalik, 2018). Teacher performance is a learning process as an effort to develop existing activities into better activities, so that the educational goals that have been set are well achieved through a learning activity carried out by the teacher in accordance with the targets and objectives. In the Great Dictionary of the Indonesian Language, performance is defined as a person's manner, behavior, and ability.

Naim (2018) defines performance as a person's achievement in a certain field or expertise, in carrying out his duties or his work delegated from his superiors effectively and efficiently. He further revealed that performance is the ability possessed by individuals to do a job, so that their work achievements can be seen in achieving goals. Furthermore, Rusyan (2019) stated that the performance of teachers is to carry out the learning process both in the classroom and outside the classroom in addition to doing other activities, such as working on school administration and learning administration, carrying out guidance and services to students, and carrying out assessments. Furthermore, Zahroh (2022) defines performance as a reflection of the overall way a person sets his or her achievement goals.

According to Yamin (2020), performance is defined as a person's achievement in a certain field or expertise, in carrying out his duties or his work delegated from his superiors effectively and efficiently. He further revealed that performance is the ability possessed by individuals to do a job, so that their work achievements can be seen in achieving goals. Furthermore, Simamora (2021) stated that the main factor why humans work is the need that must be met. Activities at work contain elements of a social activity that produces something and ultimately aims to meet needs and to achieve a better standard of living. In achieving a better standard of living and

success at work, it is inseparable from work motivation, and the strength and weakness of one's work motivation affect the high and low level of performance.

In the context of education, the definition of quality refers to inputs, processes, outputs and their impacts. Danim & Khairil, (2019) explained that school principals must be able to manage educational institutions well in accordance with the vision, mission, and goals that exist in the school. This is explained in Law No. 19 of 2017 concerning teachers article 10 paragraph 1 states that educators have four competencies, namely pedagogic competence, professional competence, personality competence and social competence obtained through professional education. In relation to teaching quality, of course, it is very close to the four competencies that a teacher must have (Zahroh, 2022).

Quality refers to the process and outcomes of education. In the educational process, the quality of graduates is related to teaching materials, methodologies, facilities and infrastructure, manpower, financing, environment and so on (Samana, 2020). Furthermore, Choirul (2019) explained that in educational outcomes, quality is related to the achievements achieved by the school within a certain period of time which can be in the form of academic ability tests, such as general exams, report cards, national exams, and non-academic achievements such as in the field of sports, art or skills. Another opinion, stated by Nurdin (2019) is that the quality of graduates can be seen in terms of their relevance to the needs of society, whether or not graduates can continue to the next level even until they get a good job, and a person's ability to overcome life problems. Furthermore, Suharsaputra (2018) stated that the quality of graduates can be reviewed from the benefits of education for individuals, society and the nation or State. Specifically, there are those who look at the quality of graduates in terms of the height and breadth of knowledge achieved by someone who is educated.

According to Nata (2018), educational institutions can be said to be of quality if they have met the components of quality education, namely, related to the curriculum or lessons provided, the teaching and learning process, educators, education personnel, infrastructure, environment, management. The quality of education can be obtained in an educational institution, so it can be said to be a quality school if it is seen in a number of characteristics that include inputs, processes, and results. The characteristics of quality schools according to Triana (2020), are as follows: (a) Have a clear vision and mission; (b) Have a professional principal; (c) Have professional teachers; (d) Have a school environment conducive to learning; (e) Have a broad and balanced curriculum.

Widodo (2019) explained that the quality of graduates, the quality of teaching, the quality of guidance and training, the quality of professionalism, teacher performance, and so on are basically a conversation about the quality of education. Quality is not the end point, but as a means for goods and services to always be

above the standard. In the world of education today, it is known that there are standards of competence and basic competencies. An item is called quality if it meets the purpose of its manufacture or predetermined standards. This is emphasized by Zahroh (2022), the low quality of education in Indonesia produces low-quality human resources, as a result of which most of the Indonesian workforce is not absorbed by the existing employment opportunities because they do not have the competencies/abilities desired by the labor receiving institution.

D. Conclusions

This study confirms the critical and measurable impact of leadership and instructional quality on educational outcomes in State Junior High Schools within Tebing Tinggi District. The key findings are threefold. First, the managerial competence of the school principal encompassing skills in planning, supervision, and resource management exerts a significant individual influence on the quality of graduates. Second, teacher performance, defined by pedagogical abilities, professionalism, and work dedication, independently and positively affects graduate quality. Most decisively, the research demonstrates that the combined effect of principal competence and teacher performance creates a synergistic influence greater than the sum of its individual parts, establishing them as interdependent pillars of school effectiveness that collectively drive superior student outcomes. The practical implications of these findings are direct and actionable. For school principals, the results underscore the necessity of continuous professional development focused on strategic leadership, instructional supervision, and creating a conducive academic environment. For teachers, it reinforces the need for ongoing training and support to enhance pedagogical skills. At the district policymaker level, this study argues for the design of integrated professional development programs that simultaneously target leadership capacity and teaching excellence, rather than treating them in isolation. Furthermore, the school evaluation and resource allocation frameworks should explicitly recognize and support this principal-teacher partnership as the fundamental engine for improving graduate quality. To build upon this research, future studies are recommended. A longitudinal research design would be valuable to trace the causal pathways over time and assess the sustained impact of improvements in competence and performance. Expanding the scope of variables to include mediating factors such as school climate, parental involvement, or student motivation would provide a more nuanced model of how leadership and teaching translate into graduate outcomes. Finally, conducting similar research in diverse geographical and socio-economic contexts, or across different school levels (e.g., primary or senior high), would test the generalizability of these findings and contribute to a broader theory of educational productivity in the Indonesian context.

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