

The Effect of Principal's Managerial Competence and Teacher's Professional Competence on the Educational Quality of Public Senior High Schools

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Abstract: One of the abilities required of a school administrator as a leader is managerial competency. Principals may effectively manage education if they have excellent managerial skills, just as teachers must have professional skills in order to carry out their tasks. Management and professional skills are both essential for school principals and instructors. It is envisaged that these abilities would improve educational quality. As a result, this study was done to investigate the impact of school administrators' administrative competency and teachers' professional competence on educational quality. This research will be carried out utilizing a quantitative descriptive technique. According to the findings of this study, when examined independently, the administrative competency of school principals has a significant impact on the quality of education. Teacher professional competence has a positive and considerable effect on educational quality and is in the moderate range. According to the simultaneous test, the principal's administrative competence and the teacher's professional competence had a positive and substantial impact on the quality of education at SMA Negeri in Kayuagung, with a reasonably high degree of influence.

Keywords: Educational Quality, Principal's Managerial, Teacher's Professional Competence

A. Introduction

Science and technology are continuously evolving, with far-reaching implications for many aspects of life. Especially at educational institutions, which serve as the foundation for building human resource competency. As a result, everyone desires a high-quality education in order to compete in global society. The quality or quality of education will depend greatly on the application of learning by instructors as professionals who are actively involved in the learning process.

Because the teacher is the one who designs lesson plans to evaluate learning outcomes, the teacher is the one who is responsible for attaining the learning objectives. As a

result, teachers are designated as professionals in accordance with the definition contained in Law Number 14 of 2005 Concerning Teachers and Lecturers, article 1 paragraph (1), which states that teachers are professional educators whose primary task is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education (Government of Republic Indonesia, 2005).

Likewise with the description contained in the Regulation of the Minister of Education and Culture Number 23 of 2017 concerning School Days, stating that a teacher is someone who is declared a professional to carry out the process of education, teaching, guidance, direction, training, assessors as well as evaluating activities carried out by students (Minister of Education and Culture, 2017). Teachers are designated professionals based on this definition, which implies they must be actively involved in professional organizations and have particular talents that other professions do not have.

The teacher has enormous responsibility for ensuring that students receive enough learning materials as well as value from the transformation process that occurs in the learning space. The current state of education obviously gives a fresh viewpoint in which a teacher not only teaches, but also educates and even engages in establishing moral ideals or attitudes in students. According to Mulyasa (2013), a teacher must be able to apply his knowledge of values in everyday life. Because of such, a teacher might be classified as a person who ought to be nurtured and emulated.

A teacher is proclaimed a professional, which corresponds to someone who gives services or services according to protocols and rules in the field he is working on and earns a pay as a compensation for his services. The desired individual is also actively involved in the membership of a legal body or organization in a nation or area (Wikipedia, 2020).

The establishment of rules surrounding a teacher's professionalism is a desirable thing since professional competence is one of the qualities that a teacher must possess. Mastering the subject matter being taught, as well as its structure, ideas, and scientific attitude, are all aspects of teacher professional competence. This signifies that this competency is in charge of issues with the implementation of learning. Professional competence requires a teacher to thoroughly comprehend competency standards, basic competencies and learning objectives in a topic.

Professionalism also entails being able to design learning materials in a creative and inventive manner, as well as having a reflective attitude and being able to optimize the use of modern technologies. As previously said, in this day and age, a teacher must not only comprehend the learning subject but also be able to operationalize all of the

instruments utilized to convey the material. Since this is part of the implementation of a professional teacher's major responsibilities and functions.

Stakeholders or policymakers must also be considered in order to attain optimal educational quality. School principals are the intended stakeholders of instructional education institutions. To attain higher educational outcomes, school leaders must have important and supporting abilities. One of the talents that must be held by a leader is the capacity to manage or management competence.

Management, according to Budiwibowo and Sudarmiani (2018), is the process of attaining organizational goals through actions such as planning, organizing, directing, coordinating, regulating, and assessing. According to this definition, management competence refers to a school principal's ability to organize, coordinate, and finally evaluate the educational program that has been developed.

These are critical elements that must be maximized if quality education is to be achieved. Because these two components have a direct impact on the delivery of instructional education. Wulandari and Lian (2018) did a similar study and discovered that school principals' administrative competency has a favorable and substantial impact on maximizing teacher performance. Ruslan, et al., (2020) did another study, which concluded that teacher professional competence can have a favorable and substantial effect on teacher performance.

From previous studies and preliminary study showing teachers' and principals' opinions of the value of professional and management skills are still not ideal. As a result, arranging the topic of this research in a narration named The Effect of Principal Managerial Competence and Teacher Professional Competence on the Education Quality of Public Senior High Schools in Kayuagung. The formulation problems in this study 1) Is there an effect of the managerial competence of the principal on the quality of education at SMA Negeri in Kayuagung? 2) Is there an effect of teacher professional competence on the quality of education at SMA Negeri in Kayuagung? 3) Is there an influence of the managerial competence of the principal and the professional competence of the teacher together on the quality of education at SMA Negeri in Kayuagung?

B. Methods

The research method used in this research is descriptive quantitative research. Descriptive research is a form of research conducted with the aim of knowing the existence of an independent variable, either in one particular variable or even more than one variable, without making a comparison or linking it with other variables (Sugiyono, 2017). Intended as an independent variable, namely a variable that stands

alone and is not an independent variable, because if the independent variable is always paired with the dependent variable (Margono, 2004).

According to Sugiyono (2017), a quantitative research approach is one that is founded on the idea of positivism and is used to investigate specific populations or samples. Quantitative research is a study that collects data in the form of numbers or numerical data (Hartono, 2011). The variables in this study, namely variables X1, X2, and Y, were measured quantitatively and the link between these variables was investigated (Sugiyono, 2017).

The population of this study included all instructors and principals of SMA Negeri in Kayuagung with 176 people. In this study, 90 participants were recruited from two SMA Negeri in Kayuagung, Ogan Komering Ilir Regency. The data collecting strategy utilized in this study was a questionnaire with a total of 90 item statements that researchers employed to gain information. The validation is then performed to verify the viability of its utilization. Techniques that are relevant to the sort of data required are required to design good and acceptable research instruments (Widoyoko, 2014). Documentation was employed by us to acquire data that had been documented in archives or reports at study sites, such as the number of professors and others. Documentation was mostly employed in this study to collect data on student learning outcomes as research samples.

We performed necessary tests, the findings of which were fulfilled, as well as assessing the normality of data distribution, data heteroscedasticity symptoms, linearity and multicollinearity of data. We performed these experiments so that hypothesis testing may be performed using parametric statistical analysis.

D. Results and Discussion

The Impact of School Principals' Managing Abilities on Educational Excellence

The maximum score obtained by survey respondents for the principal's management leadership was 88.46, while the lowest score was 73.08. Further investigation revealed that the most often reached score by study respondents was 80.00, indicating as many as twelve persons or 13.3% of the whole research sample. Four persons reported that the principal's managerial competence was very excellent, based on their attainment of a score better than 85.00, which is the criteria for recognizing very good achievements.

SMA Negeri 3 Kayuagung had the highest score of 81.05, while SMA Negeri 1 Kayuagung received the lowest score of 80.08. The difference between the two sample groups' final mean scores is negligible; if measured, it is just 0.97. The two sample groups are included in the same categorization when it comes to accomplishment

scores, specifically the school principal's management ability is good. According to the findings of the tests, there is a considerable association between the administrative competency of school principals and the quality of education. The r -count value of $0.679 > r$ -table for $n - 2 = 88$ is 0.207 , with a t -count value of 8.668 and a significance level of 0.000 . According to the significance value, the alternative hypothesis for the first hypothesis is declared accepted, implying that the principal's administrative competence has a positive and substantial impact on the quality of education at SMA Negeri in Kayuagung. This finding is consistent with the test requirements, which state that the alternative hypothesis (H_a) is accepted if the significance level is 0.05 . The fact that t -count = $8.668 > t$ -table = 1.987 indicates that the alternative hypothesis (H_a) for hypothesis one is accepted.

The correlation coefficient value of 0.679 is interpreted as the degree of the association of 67.9% and falls into the category of a moderately tight link between school principal management competency and educational quality in SMA Negeri in Kayuagung. When examined independently, the coefficient of determination or size of the impact is 0.461 , indicating that 46.1% of the administrative competency of school principals influences the quality of education in SMA Negeri in Kayuagung. After analyzing the data, the equation is $= 24.040 + 0.692 X_1$. This equation implies that the value of Y is significantly dependent on the value of X_1 , since a positive value of X_1 increases the value of Y .

The findings of this study also complement a previous study done by Herry, et al., (2020), which found that school principal leadership can have a favorable impact on teacher professional performance, which has the additional benefit of boosting educational quality. According to Zulaiha, et al., (2020), a school principal's competency allows them to optimize the quality of educational services.

As a result, it is reasonable for a school administrator to recognize the importance of a leader in obtaining optimal quality. It is important for every school administrator to continue to develop their own potential and maximize all available resources in order to provide outstanding education.

The Effect of Teacher's Professional Competence on the Quality of Education

The greatest professional competence score obtained by research respondents was 85.38 , while the lowest score was 73.08 . The highest score attained by research respondents was 82.31 , which accounted for eleven persons or 12.2% of the total. Just three persons, or 3.3% , claimed to have extremely excellent professional competence. This is also cause for concern, as relatively few instructors think they have extremely high professional competence.

The sample group SMA Negeri 3 Kayuagung earned a higher average score than the sample group SMA Negeri 1 Kayuagung, with scores of 80.38 and 79.55 respectively. The difference in final mean scores between the two sample groups is small; the difference is just 0.83 when measured. When it comes to accomplishment scores, the two sample groups fall into the same category, namely the teacher's professional ability is good.

The findings of the tests clearly show that there is a substantial association between teachers' professional competence and the quality of education at SMA Negeri in Kayuagung. The r -count value of $0.670 > r$ -table for $n - 2 = 88$ is 0.207 , with a t -count value of 8.466 and a significance level of 0.000 . According to the significance value, the alternative hypothesis for the second hypothesis is declared accepted, indicating that teacher professional competence has a positive and substantial effect on the quality of education at SMA Negeri in Kayuagung. This finding is consistent with the test requirements, which state that the alternative hypothesis (H_a) is accepted if the significance level is 0.05 . t -count = $8.466 > t$ -table = 1.987 also indicates that the alternative hypothesis (H_a) for the second hypothesis is accepted.

The correlation coefficient has a value of 0.670 , which translates to a connection value of 67.0% and falls within the category of a tight association between teacher professional competence and educational quality at SMA Negeri in Kayuagung. The size of the effect is 0.449 , which suggests that 44.9% of teachers' professional competence influences the quality of education in SMA Negeri in Kayuagung. Based on the analysis results, the regression equation utilized is $\hat{Y} = 30.574 + 0.615 X_2$. This equation may be translated as the value of $\hat{Y}$ will vary by 0.615 if the value of X increases or decreases by one point.

The findings of this study also support the findings of a previous study done by Hapizoh et al., (2020), which found that a teacher's professionalism can have a favorable influence on the quality of work held. So that it can have a positive influence on educational quality. The same point was mentioned in research by Mardalena et al (2020), that teachers' professional competence can boost job productivity, hence improving education quality directly or indirectly.

As a result, as educators, it is proper for teachers to engage and play a vital role in improving educational quality. The most fundamental thing that instructors can do is maximize their own potential by optimizing the competences that should be acquired as professional educators.

The Impact of School Leaders' Administrative Competency and Teachers' Professional Competence on Educational Excellence

The greatest score obtained by research respondents in terms of educational quality was 87.41, while the lowest score was 72.59. There were just four respondents who said education quality was extremely high, for a proportion of 4.4%. The statement on educational quality is very high, as evidenced by the final score of > 85.00. The highest score obtained by research participants was 78.52, representing fourteen persons or 15.6% of the entire sample.

The sample group SMA Negeri 3 Kayuagung's average score is greater than that of SMA Negeri 1 Kayuagung. Each reached value is 79.98 and 79.53. Because the difference between the two readings is just 0.45, it is not particularly important. When examined from the perspective of educational quality categorization, both values are included in the same category, that education quality is good.

The calculated F-value is 48.657, and when compared to the F-table of 3.101, it is clear that the alternative hypothesis for the third test, or the managerial competence of the principal and the professional competence of the teacher working together on the quality of education in SMA Negeri in Kayuagung, is declared accepted. The significance value, Sig, is 0.000, and when compared to the significance threshold employed in this study, 0.05, it is obvious that 0.000 < 0.05, which implies the alternative hypothesis (H_a) for the third hypothesis is declared accepted and the hypothesis statistic (H_0) is rejected.

The correlation coefficient or the magnitude of the relationship between the variables of the principal's managerial competence and the professional competence of teachers together with the quality of education at SMA Negeri in Kayuagung is 72.7% and is included in the category of a close relationship. The determinant coefficient or the magnitude of the effect is 0.528, which means that simultaneously the managerial competency variables of the principal and the professional competency of the teacher have a positive and significant influence on the quality of education in SMA Negeri in Kayuagung by 52.8%. The level of influence is included in the fairly high category.

The multiple regression equation derived from the results of the investigation is $\hat{Y} = 18.755 + 0.415 X_1 + 0.345 X_2$. It signifies that the value of $\hat{Y}$ will vary in response to changes in variables X_1 and X_2 based on their current values. Since the findings of this study corroborate the findings of Hartini et al., (2020), the quality of education may be improved in a variety of ways, one of which is by improving the management competence of school leaders, which is supported by suitable teacher professional competence. According to Robiyono et al., (2021), a school principal must have a specific approach in order to reach the desired level of education quality.

E. Conclusion

There is a positive and significant influence on the managerial competence of the principal and the professional competence of the teacher partially and simultaneously on the quality of education in SMA Negeri in Kayuagung. The contribution of the two independent variables to the dependent variable is quite high.

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