

The Impact of Principal's Leadership and Teacher's Character on Teacher's Professional Competence

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Abstract: A teacher's level of professional competence is mostly determined by elements inside of him or her. The effectiveness and efficiency of the principal determine the success of a given institution. The goal of the study was to determine how the principal's management style and the characteristics of teachers affected the teachers' professional competency in the SD Negeri Belida Darat district. This study helps all members of the teaching staff by enhancing instructors' professional competence. The goal of this study was to identify and characterize the relationship between the professional competence of public elementary school teachers in the Belida Darat sub-district, Muara Enim district, and the principal's leadership and teacher character. The approach taken is called the survey technique, and it explains how the independent variables principal leadership (X_1) and teacher character (X_2) have an impact on the dependent variable, or the teacher's professional competence (Y). Quantitative analysis will be used to analyze and analyze all of the data gathered. All of the instructors and administrators of the public elementary schools in Belida Darat District, Muara Enim Regency, make up the population. Each school is used in the research sample. The leadership of the principal has a substantial impact on teachers' professional competence, as shown by the significant value of 0.000, which is smaller than the probability of 0.05, and the t count of 7.715, which is higher than the t table of 1.9886. The value of the relationship between a teacher's character and professional skill is substantial.

Keywords: Principal's Leadership, Professional Competence, Teacher's Character

A. Introduction

A teacher must be of good character since, in the end, students will constantly observe and model the behavior of the teacher. The founder of Indonesian education, Raden Mas Soewardi Soerjaningrat, also known as Ki Hajar Dewantara, provided three mottoes for teachers to follow. Ing Ngarsa Sung Tulada, Ing Madya Mangun Karsa, and Tut Wuri Handayani make up the motto (El-banjary, 2019). The switch in the teacher's song from "Unsung Heroes" to "Heroes of Developing Scholars" was first heard on the celebration of Teacher's Day on November 25, 2008,

and socialization of the change began that year. According to (Hamrin, 2012), the change in verses in the teacher's hymn illustrates how a teacher changes from a service worker to a professional worker. These modifications demonstrate that not everyone can succeed as a teacher.

The teacher's level of professional competence is mostly impacted by aspects of the teacher himself, namely how the teacher acts regarding the tasks given to him. To develop good character traits, teachers must be prepared (Shoimin, 2014). The effectiveness and efficiency of the principal determine the success of a given institution. As educational leaders, school principals have a responsibility to create a secure environment for teaching and learning so that instructors can provide students with high-quality instruction. (Ruslam et al., 2022) defines teacher professionalism as the conditions, directions, values, aims, and level of authority in the field of education and learning that are relevant to one's work employed as a means of support. Professional teachers are teachers who can carry out their duties and roles toward students in any situation or condition (Nurrahmawati, 2021).

The ability of a leader to steer those he leads toward achieving goals is the definition of leadership in the language given (Suparman, 2020). Leadership is the ability possessed by leaders to influence and achieve organizational (Lian, 2017). One of the components of education that is positioned to increase academic performance is the principal. The execution of instructional activities is the duty of the school principal (Djafri, 2017). Outlined a number of the principal's responsibilities and functions, including (1) controlling and managing a condition, leading groups and organizations, and speaking in front of groups; (2) educating others about the value of transitions to achieve a better state; (3) enhancing the ultimate goal of change; (4) supporting process evolution, particularly in problem-solving and strengthening stakeholder relationships; and (5) connecting with people who need data. The attainment of quality education in schools may be attained if the school principal can enhance relationships and communication with teachers and other staff members. Teachers will also be inspired to work responsibly and passionately in a professional capacity (Basri, 2014).

The findings of observations and teacher interviews conducted in March 2021 at the SD Negeri Belida Darat district served as the inspiration for this study. There were several issues in the field at the time, including unruly teachers who frequently arrived late, began and ended lessons late, had tense interactions with principals, and were unable to help students with issues like delinquency despite the students' intelligence. Because the principal is not closely monitoring the teacher, the teacher is not yet performing his job to the best of his ability. Given this context, it is possible to draw a connection between the teacher's professional ability and the principal's leadership style and character. The leadership of the school principal affects teachers' professional competency as well (Sonedi, 2016). In addition to effectively

managing human resources, principals must foster a pleasant learning environment (Waryono, 2015).

For the time being, there are a lot of things that need to be fixed at the Belida Darat District Public Elementary School, ranging from the professionalism, morals, and leadership of the teachers to the school principal. This was further supported by earlier research by (Rusneli et al., 2018), with the title Effects of Principal Leadership, Work Discipline, and Self-Concept on the Professional Competence of Public Elementary School Teachers. Based on the findings of his study, it was found that the professional competence of teachers in the SDN Area I Fostered Baradatu District was influenced by the leadership of the school principal, work discipline, and self-concept collectively. The researchers will conduct their research in South Sumatra province's SD Negeri Belida Darat district and Muara Enim district to gain a basic understanding of the leadership and teacher character issues that are prevalent and have an effect on the professional competence of teachers. This study is the first of its kind to be conducted in Muara Enim Regency's Belinda Darat District. The goal of the study was to determine how the principal's management style and the characteristics of teachers affected the teachers' professional competency in the SD Negeri Belida Darat district. This study helps all members of the teaching staff by enhancing instructors' professional competence.

B. Methods

This research was conducted at a Public Elementary School in Belida Darat District, Muara Enim Regency, South Sumatra Province. The research was carried out from March 2021 to August 2021, covering preparation activities, data collection, and data analysis to compiling a research report so that it becomes a thesis. Quantitative analysis will be used to analyze and analyze the data that has been obtained. A study using the quantitative method collects data in the form of numerical values. Since a descriptive research approach was utilized, the information gleaned from the study's findings will be published in its entirety (Hastuti et al., 2021).

The population in this study were all teachers and principals of public elementary schools in Belida Darat District, Muara Enim Regency. The researchers noted that it was critical to use a sample when doing this research based on the study's demographic. Sampling methodology is simply sampling methodology. Several sampling methods can be used to select the best sample for a study. Purposive sampling, or sampling by the requirements of the research, was used in this study's sampling (Sumargo, 2020). Each school serves as the research sample, therefore multiple teachers from each school are included in the study for accurate results.

Data collection uses primary and secondary data sources as supporting data to ensure research results. Primary data was obtained from questionnaires distributed

to research samples, while secondary data was obtained from documentation and literature. The independent variable and the dependent variable are two of the three variables that make up this study. The teacher's perception of the principal's leadership (X_1) and the teacher's character (X_2) make up the independent variables. The professionalism of the teacher's skill, however, is the dependent variable (Y).

C. Results and Discussion

This research was conducted in ten public elementary schools in Belida Darat sub-district, Muara Enim district, namely Belida Darat 1 Public Elementary School, Belida Darat 2 Public Elementary School, Belida Darat 3 Public Elementary School, Belida Darat 4 Elementary School, Belida Darat 5 Public Elementary School, Belida Darat 6 Elementary School, Belida Darat, SD Negeri 7 Belida Darat, SD Negeri 8 Belida Darat, SD Negeri 9 Belida Darat, SD Negeri 10 Belida Darat from June to August 2021. Through the findings of the distribution, correlation, and variance of the variable indicators, the data requirement test was conducted to assess signs of whether or not data deviations existed. As for the test for normality, homogeneity, and multicollinearity that will be employed in the study, it is one of the data needs tests.

The purpose of the normality test is to determine whether or not the selected sample's distribution derives from a normal population (Kesumawati, 2021). This study used the Kolmogorov-Smirnov method for normality testing. If the significant value or probability value has a value greater than 0.05, the data is considered to be regularly distributed. A significant value > 0.05 was used as the test's cutoff for homogeneity, and the groups of data's variances were found to be equal. The variance of the data groups differs if the significant value is 0.05, on the other hand. As can be seen from Table 4.5, the significant value is $0.464 > 0.05$. As a result, the data can be inferred to be homogeneous. Based on the multicollinearity test above, it is found that the tolerance value is 0.700 greater than 0.10 and the VIP value is 1.428 less than 10, which means that multicollinearity does not occur. From the results of the normality test, homogeneity test, multicollinearity test, and heteroscedasticity test above, the results of the test analysis through SPSS version 25 have fulfilled the requirements for further analysis, namely hypothesis testing analysis using multiple linear regression analysis.

The influence of the Principal's Leadership on Teacher Professional Competence

The principal's leadership in this study represents his or her position as head of the SDN in the Belida Darat District. Describe the professional competence, character, and leadership of the principal. The table shows that 87 respondents gave their opinions on three different topics: teacher professionalism (average: 1 16.58; standard deviation: 11.69); principal leadership (116.32; standard deviation: 12.08);

and teacher character (average: 95.74; standard deviation: 10.38). These average values suggest that the Belida Darat District has the highest average of the principal's leadership and teacher character among public elementary school instructors, according to statistically descriptive professional competence.

A positive and significant regression coefficient indicates that the principal's leadership has a beneficial impact on the teacher's professional ability. The management of human resources, specifically the teachers he supervises, is a responsibility that the principal feels heavily obligated to fulfill in his capacity as the principal. This implies that the teacher's professional competence will rise if the principal provides effective leadership. School leaders are becoming more proficient in managing their establishments, in this example the State Elementary School in the Muara Enim Regency's Belinda Darat District. The findings of the regressive analysis, which demonstrate that the principal's leadership coefficient is positive, confirm this. Teachers, who also play a major part in school institutions, might be directed by the principal in his capacity as the institution's head of education. The principal, acting in the role of a leader, can both optimize the level of teacher professional competence and foster an environment conducive to that growth.

The findings of this study corroborate those of Hastuti et al., (2021) study, which found that improvements in teacher performance follow improvements in the school principal's leadership. Professional school administrators will keep an eye on how teachers and pupils are dressed in their classrooms, offer encouraging criticism for the development of systems and teaching strategies, and promote the use of time and resources for learning.

According to Tarhid (2017), the school principal is the educational leader at the level of the educational unit and is accountable for the growth and development of the school he oversees. The school's principal routinely receives warnings that he will be transferred or fired if he can't improve the school. Therefore, to effectively, efficiently, independently, productively, and accountably develop and promote their schools, school principals must possess a variety of skills, both linked to management and leadership challenges. Because professional teachers require professional leaders and principal leadership, the school principal plays a very strategic role in developing them.

The findings of this study are consistent with previous research (Haq et al., 2021), demonstrating that effective principal leadership and high work discipline will both result in excellent teacher performance. The leadership style of the principal can inspire teachers to maintain strict discipline toward the school so that they consistently give their best effort in accomplishing school objectives, which can optimize teacher performance. The results of this study thus provide credence to the

idea that the leadership of the principal interacts positively with teachers' professional abilities.

The Influence of Teacher Character (X2) on Teacher Professional Competence (Y)

The positive regression coefficient indicates that a teacher's professional competency will rise as their character in carrying out their duties as educators do. According to the standards of Permendiknas Number 16 of 2007 governing educational qualifications and competencies that teachers must have, public elementary school teachers in Belida Darat District, Muara Enim Regency, fall within the professional category. The instructor's characteristics, specifically how the teacher acts toward the job completed, have an impact on their level of professional competence.

The Effect of Principal Leadership (X1) and Teacher Character (X2) on Teacher Professional Competence (Y)

According to the findings of the regression analysis, the regression equation line $Y = 10.254 + 0.609X_1 + 0.371X_2$ was discovered. The findings demonstrate that this encouraging sign is consistent with theory, and it has been decided that since the school principal leads well and teachers have high morals, teachers will also have good professional competence. The regression line equation's findings can also be understood as follows. a) The constant with a positive sign shows that the teacher's performance is 10.254 if the two independent variables are absent. b) With an estimate of the constant teaching character variable, the teacher's professional competence will increase by 0.609 if the school principal's leadership variable rises by one point. c) Assuming the principal's leadership variable remains constant, if a teacher's character improves by one point, their professional competence will improve by 0.371 points. According to coefficient regression, the effect of school leadership on teachers' professional competence produced favorable and significant results. Describe the professional competence, character, and leadership of the principal. From a sample of 87 people, it was determined that (1) the principal's leadership had an average score of 116.32 and a standard deviation of 12.08; (2) the character of the teachers scored 95.74 and a standard deviation of 10.38; and (3) the professional competence of the teachers scored 116.58 and a standard deviation of 11.69. These average values suggest that the Belida Darat District has the highest average of the principal's leadership and teacher character among public elementary school instructors, according to statistically descriptive professional competence.

Teachers with character always put in the effort to overcome any obstacles in their path to improved teacher professional competency. The challenge and expectation of addressing globalization mean that teachers must be professional to meet this challenge and lead to quality education holistically. Teachers who have strong character will boost the professional competence of instructors. When looking at

education as a system, the leadership of the principal in running schools and giving teachers autonomy cannot be isolated from the professional competency of the instructors. The school principal is making headway in giving instructors more authority, and teachers will have greater professional competence.

Teacher professional competency is simultaneously influenced by principal leadership and character factors by 86.5%, and the remaining 13.5% is influenced by unresearched factors. In addition to the principal's leadership and the teacher's character, other elements contribute to the complexity of the situation. These other factors include several other factors. Thus, 13.5% of the variables affecting teacher professional competence are not included in our research model. School culture and performance oversight by school principals are two examples of factors outside the scope of both the regression model and this study.

D. Conclusion

Based on the results of previous research and discussion, the following conclusions can be drawn: 1) There is a significant influence of the principal's leadership on teacher professional competence with a significant value of 0.000 less than the probability of 0.05 and t count 7.715 greater than t table 1.9886; 2) There is a significant influence of the teacher's character on the teacher's professional competence with a significant value of 0.000 less than the probability of 0.05 and t count 4.035 greater than t table 1.9886; 3) There is a jointly significant effect of principal leadership and teacher character on teacher professional competence with a significant level of 0.000 less than the probability value of 0.05 and the calculated F value of 268.715 greater than F table 3.1.

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