

The Effect of Strategic Management and Principal's Competency on Teacher's Teaching Quality

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Abstract: The low quality of education in Indonesia is caused by the low competence of educators. To improve the teaching and learning process, teachers must be responsible and accountable. The school principal's strategic management values can also contribute to educational improvement. The principal's role includes planning, organizing, mobilizing, and evaluating resources to achieve the school's vision, mission, and goals. The researchers' study regarding the influence of strategic management and principal competence on the quality of teaching at SMPIT in Prabumulih City is quite interesting. This research examines the impact of principal strategic management, principal competence, and teacher teaching quality at Prabumulih City SMPIT schools, specifically SMPIT Ishlahul Ummah and SMPIT Al Hasanah. The study uses a census sample of 53 teachers, utilizing questionnaires, observation, and documentation methods to gather data. The research reveals that strategic management significantly influences the teaching quality of teachers at SMPIT in Prabumulih City, while the school principal's competency significantly impacts the teaching quality. The combined effect of these two factors is 78%, with 22% influenced by other variables.

Keywords: Principal's Competency, Strategic Management, Teacher's Teaching Quality

A. Introduction

The relatively low quality of Indonesian education is one of the problems that our nation is still facing today. Apart from the low quality of education, progress in various areas of life has not increased significantly. Based on the Human Development Index (HDI) from UNDP, Indonesia has a HDI of 0.648 and is ranked 110. Then based on research results from PISA (Program for International Student Assessment), which is a study that focuses on interest in reading or literacy and science. The results of this research show that Indonesia is ranked in the bottom 10 of 65 countries (Redani et al., 2014)

The incompetence of teachers or instructors is one of the factors contributing to Indonesia's poor educational standards. Roughly 88% of teachers were deemed unfit, according to national education data from the Ministry of National Education 2007/2008 (Musfah, 2011). Even though teachers are the driving force behind educational success, this is consistent with the view held by Fathurrohman & Suryana (2012) who claimed that teacher competence—that is, the caliber of the teacher's instruction—directly affects the caliber of the teaching and learning process as well as learning outcomes.

One of the right solutions and steps to make the nation's life smarter is through education. One of how superior education will be realized is if every teacher or educator has competence or personal qualities that are carried out seriously. Through the implementation of self-quality by a teacher, it is hoped that he will be able to increase students' learning motivation which will ultimately form human resources who have life skills. According to Koswara (2008)), "Teachers play a strategic role, especially in efforts to develop desired values and personality traits that help shape the character of the nation." From this angle, it is challenging for others to take over the function of a teacher." Thus, to contribute to raising the caliber of students, teachers must possess excellent attitudes, traits, and personal competencies. Thus, to produce education of a higher caliber, teachers had to possess strong teaching abilities.

Human resource quality is strongly correlated with education quality since education is one of the primary markers of both development and resource quality. Since education is one of the factors that determine a country's progress, it is a crucial and strategically essential field in national development. In actuality, education is the most efficient way to raise social welfare and living quality, and it may also help the country flourish. This is consistent with the language found in Law No. 20 of 2003 of the Republic of Indonesia about the National Education System.

Therefore, raising the caliber of human resources is something that society and the government should both be responsible for and should be prioritized. When graduates or other educational results possess exceptional skills that enable them to further the development and prosperity of the country, then education is considered successful both in terms of number and quality. Since teaching staff members are the primary implementers of attempts to enhance student competency, it is imperative that they, in particular, develop their proficiency. If teachers take their responsibilities as educators and instructors seriously, they will help to improve the standard of instruction and learning in schools, which will ultimately help to bring the lofty objectives of education to fruition.

The teaching board of teachers can be taught strategic management ideals by the school principal, among other approaches to raising the quality of education. Teachers will do their jobs and tasks accurately and efficiently if they have effective and ongoing managerial control. not merely instructing students or assigning homework. At the operational level, the principal of the school, or the primary organizer of efforts to enhance high-quality learning, is the person at the forefront (Fathurrohman & Suryana, 2012). This does not imply, however, that the principal bears sole responsibility for carrying out the learning process; rather, a variety of other factors, such as those directly related to the learning process, such as teachers, students, and the environment, all play a role. The school principal as a determining factor in improving the quality of education was also stated by Mulyasa (2007) that the principal is a supervisor at the school he leads, as well as being responsible for administering administrative education and developing other educational personnel, as well as playing a role in maintaining facilities and infrastructure.

Mulyasa (2015) asserts that the competency of the school principal in overseeing each school component has a significant impact on the success or failure of education and learning in schools (who is behind the school). It is common for educational and learning failures in schools to be caused by the principal's lack of understanding of the tasks they must carry out, so the abilities of school principals are specifically related to their knowledge and understanding of management and leadership as well as the tasks assigned to them.

Among all the duties a school principal must perform, the most important one is exercising leadership, namely strategic management for all of the faculty and support personnel. In managing his staff, the principal's responsibilities as a manager include planning, organizing, mobilizing, and assessing all available resources human and non-human to achieve the mutually agreed-upon vision, mission, and goals of the institution.

The principal of the school must lead by example in terms of competency and strategic management. To enable the principal of the school to fulfill the goals the institution has set for itself, the strategic management role must be bolstered by the principal's competencies. According to Santi Ambarukmi, Director of Education Personnel Development, Directorate General of Teachers and Education Personnel, Ministry of Education and Culture, five school principal competencies need to be further enhanced to comply with Minister of National Education Regulation Number 13 of 2007 regarding School/Madrasah Principal Standards. Personality, managerial, entrepreneurial, supervisory, and social are the five competencies. The five are interrelated in school-based management and require community participation. Thus, it is clear that the collaboration between strategic management and principal competence influences educators to improve their quality, especially the quality of teaching and education.

It is not enough for a teacher to only instruct or assign homework to their students. However, it goes beyond that; a teacher plays a crucial role in the classroom because, as stated, it is a given that students will not acquire high-quality knowledge and experiences if their instructor lacks the necessary abilities or characteristics to be a teacher. required by Law Number 14 of 2005 of the Republic of Indonesia about Teachers and Lecturers. A teacher is a person who ought to be both revered and emulated; to be emulated, one must show that all facets of behavior serve as examples or role models for the community (Aqib, 2009). Teachers who have life skills in teaching are professionals. Professional teachers will have a big influence in improving the quality of human resources. This turns out to be in line with Usman's opinion which means that a professional teacher is a person who has special abilities in the field of teaching so that he can carry out his duties and functions as a teacher to his maximum ability (Danniarti, 2018). Numerous issues have been identified based on observations and brief discussions with multiple teachers.

The principal of the school has not always been successful in implementing strategic management; in some situations, management is only done when there are pressing issues. The role of the school principal is multifaceted; in addition to leading the school, he is tasked with overseeing operations and serving as the foundation's coordinator. The rigorous work schedules of school principals outside are impacted by this (External Service). The principal of the school's management evaluation is therefore not entirely effective. The majority of teachers who teach are men, thus causing a disjunction of dominant differences of opinion between school principals and male teachers. Likewise, with the competencies of school principals, of the five competencies that must be mastered, only a few competencies can be implemented by school principals. Especially competence in the managerial field, which still requires a lot of improvement, this can be proven by the absence of strict sanctions against teachers who often violate established rules.

Meanwhile, regarding the quality of teachers' teaching, it cannot be said that teachers have good teaching qualities. This is because most teachers do not have sufficient professionalism to carry out their duties as stated in article 39 of Law No. 20 of 2003, namely planning learning, implementing learning, assessing learning outcomes, providing guidance, conducting training, conducting research, and carrying out community service. Researchers from the Principal and Deputy Principal in the Public Relations sector have obtained preliminary observations, which indicate that some teachers continue to be unreliable in performing their duties. These include tardiness, excessive use of technology during class, a lack of comprehension of the material being taught, and a lack of understanding of the material. Even the student persona walks inside the room to provide assignments before exiting. While lecturers and teachers are not the only elements that affect students' academic performance, teaching is the main focus of education, and as a reflection of quality, teaching staff significantly enhances the standard of education

for which they are accountable. The low quality of teachers and instructors is also influenced by the low level of teacher welfare (Purnamasari, 2012).

This will affect student learning achievement both academically and academically, based on data from student representatives for your achievement at the City/Regency and Provincial and even National levels, you have not received satisfactory results. From several competitions that have been participated in, Prabumulih SMPIT students have not been able to become champions, often even just participants. Then, for the grades of graduates every year, there are still many students whose final exam scores have not reached the minimum standard of completion criteria. Many improvements need to be made so that student learning achievement increases. On this basis, according to researchers, The Influence of Strategic Management and Principal Competency on the Teaching Quality of Teachers at SMPIT in Prabumulih City is very interesting to study.

B. Methods

The place or location of this research is in the Prabumulih City SMPIT school environment, namely SMPIT Ishlahul Ummah and SMPIT Al Hasanah. The method used in this research is a research method with a quantitative approach. According to Creswell (2013) in (Kadir, 2015), quantitative research is a step or method used to test theories by examining the relationships between variables so that answers to the hypotheses being tested are obtained.

The population in research on principal strategic management, principal competence, and its influence on the quality of teacher teaching at SMPIT Prabumulih City schools refers to the limitations stated by (Sugiyono, 2019) that population is not only people but also objects and other natural objects. Based on existing data, there are 53 teachers at SMPIT Ishlahul Ummah Prabumulih for the 2020/2021 academic year. In this study, researchers used the census method by taking the entire population as a sample, namely 53 people, this is because the population to be studied is less than 100 people. To obtain data, questionnaires, observation, and documentation methods were used.

C. Results and Discussion

The Influence of Strategic Management on Teaching Quality in the City of Prabumulih

Research conducted at SMPIT in Prabumulih City. obtained the hypothesis that the school principal's strategic management does not have a significant influence on the quality of teacher teaching. Based on the results of hypothesis testing, the significant level (sig) of the principal's strategic management variable (X1) was obtained at 0.02,

which is smaller than the α value (0.05), thus H_a was accepted and H_o was rejected. So, it can be concluded that the principal's strategic management variable has a significant influence on the teaching quality of teachers at SMPIT in the city of Prabumulih. In essence, the principal is a teacher with the added responsibility of overseeing the management of the school system. Thus, in addition to planning and executing the teaching and learning process, the principal's responsibilities also include problem-solving skills, the ability to analyze different situations, consideration-giving abilities, leadership and organizational acting abilities, oral and written communication abilities, participation, and efficient problem-solving. Alright. Naturally, this is a component of the leader's efforts to guide the teacher council toward being educators of the highest caliber who can best serve children.

A school principal might raise the caliber of instruction provided by their teachers by carefully considering the tactics they want to employ. The strategies used include the role and responsibilities of the principal, which include developing the school's vision and mission and adhering to the Decree of the Minister of National Education 4 Number 162 of 2003 concerning guidelines for teacher assignment¹, and acting as an educator, manager, administrator, supervisor, leader, innovator, and motivator. Based on the results of research and data analysis that has been carried out, it shows that if strategic management has not been fully implemented by the objectives, functions techniques, steps, approaches, and principles that are good and implemented continuously, then strategic management itself has little influence on quality teacher.

The management process, according to Gitosudarmo & Sudita (1990), is comprised of four main activities: (1) planning, which includes setting organizational goals, characterizing tasks and work, and dividing tasks; (2) directing activities, or organizing organizational members to work towards turning the wheel. organization, (3) as well as activity monitoring, which is keeping an eye on output as feedback and comparing it to the benchmarks specified in the initial plan before attempting to identify and fix any faults that may have occurred. Inequality in the process of accomplishing an organization's objectives is a worry if a school administrator is unable to apply one of these three categories. because the principal of the school plays a crucial part in the organization. There are two ways to raise the standard of education. The first is to raise the standard of academically oriented education to set the bar for the subsequent steps necessary to raise the standard of education that society demands. Second, raising the standard of education so that it better prepares students for the fundamental life skills that come from a comprehensive, authentic, and meaningful education. The relevance of education and assessment based on the actual state of the quality are strongly tied to the strategy to be implemented when it comes to raising the quality of education. In the research conducted, it can be seen that the strategic management that has been implemented by the school principal is planning, managing, controlling, and

evaluating teacher performance which refers to the quality of teacher teaching in the school. Schools that effectively employ strategic management are those that assess performance in terms of input, process, output, and outcomes all of which are defined by the caliber of the constituent parts that make up the school.

Schools with an edge in strategic management share several traits, including management leadership, supervisory leadership, curricular leadership, and organizational leadership. Strategic planners set objectives and make choices using the strategic management process. As a leader, a school administrator needs to be strong-willed, aware of the needs of educators and other staff members, able to plan both short- and long-term projects, visionary, and capable of making sound judgment calls and effective communication with all members of the school community.

Studies on Principal Strategies for Developing Professional Competencies in Teachers (Sianturi et al., 2020). The principal's strategy, the dependent variable in this study, and the researcher's research are comparable. It was published in the educational management magazine of Universitas PGRI Palembang. In the meanwhile, the independent variables teacher's professionalism, the research location, and the research procedures employed make a difference. Through an in-service training program, the principal's method for enhancing teachers' competency to perform their jobs is the focus of this research. This study employs descriptive research methodology and qualitative approaches. Documentation, interviews, and observation were used in the data collection process. The present study employed various data analysis procedures, including data collecting, data reduction, data presentation, and conclusion drawing. The findings of this study demonstrate that the school principal's approach to fostering professional competence consists of assigning all teachers to participate in training and education provided by other educational institutions as well as by the school itself. Subsequently, educators are expected to undergo professional development and training relevant to their role, including topics like motivation, discussion, and discipline. Because teacher professionalism had not yet reached its full potential and the school principal's leadership plan had not addressed the provision of education and training programs for teachers, this action was taken in an attempt to advance teacher professionalism.

As a result, teacher professional development has not achieved optimal results. Therefore, the principal's strategy in leading his subordinates needs to be re-evaluated, so that teacher performance can increase. The study "The Impact of Work Motivation and Managerial Skills of School Principals on the Performance of Special School Teachers in Subang Regency" was conducted by Karweti (2010). sharing commonalities concerning the factors examined, specifically the school principal's managerial skills, the study methodologies employed, and the number of variables, specifically three. In the meantime, variations in the research can be observed based

on the demographic, sample, study site, variables employed, and SPSS software. The results of the research show that overall, the managerial abilities of school principals and work motivation influence teacher performance in SLB Subang Regency by 54.5%. The remaining 45.5% is factors that come from other factors. For example: school organizational climate, work ethic, organizational culture, principal performance, loyalty, service, satisfaction, quality, and others. The managerial ability of school principals has a positive and significant effect on the performance of special school teachers in Subang Regency. The work motivation of instructors also has a good and noteworthy impact on the performance of Subang Regency's special school teachers. Since the position of a principal is inextricably linked to the success or failure of a school, principals should strive to enhance their technical managerial skills. Additionally, for teacher teaching motivation to be consistently improved, it must be increased and maintained. This is because motivation is what fuels an individual's enthusiasm for their work and makes them willing to collaborate, work well, and integrate all of their efforts to achieve satisfaction.

Competence of School Principals on the Teaching Quality of Teachers at SMPIT in Prabumulih City.

Based on the results of the sig test for the principal competency variable on the teaching quality of teachers at SMPIT in Prabumulih City, a sig value of 0.02 for the one-sided test is smaller than α (0.05), so H_a is accepted and H_o is rejected. The conclusion explains that there is a significant influence between the principal competency variable (X_2) on the quality of teacher teaching (Y). This illustrates that the implementation of the principal's competence is good in directing facilitation, being a mediator, and providing appropriate guidance for teachers on how to become a teacher who has teaching qualities so that students are motivated to learn to increase their potential at SMPIT in Prabumulih city.

According to Minister of National Education Regulation number 13 of 2007 concerning the competence of school principals, several factors need to be taken into account when evaluating a school's managerial competency. These factors include creating a supportive and innovative school culture and climate, managing teachers, staff, facilities, and infrastructure, managing school finances in an accountable, transparent, and efficient manner, managing schools, and monitoring, evaluating, and reporting on program implementation with appropriate

According to Sutrisna, in his book, he stated that for a school principal to perform his or her duties and functions as effectively as possible, they need to possess the following competencies: the capacity to make decisions, the ability to mobilize existing resources to achieve goals, the capacity to inspire subordinates to take important actions toward the school's goals, insight into the future (vision),

knowledge of what needs to be done (mission), and understanding of what methods to take (strategy).

Competence is knowledge, skills, attitudes, and values that are manifested in habits of thinking and acting. The habit of thinking and acting consistently and continuously allows a person to become competent. This means that a person's competence can be in the form of knowledge, skills, and basic values to do something. Competency can be recognized through several learning outcomes and the indicators can be measured and observed (Trianto & Tutik, 2007). Ideally, the expected teacher is a teacher who has the empowerment to be able to realize teacher performance in carrying out their functions and roles professionally so that ideal teacher teaching quality will also be obtained. This embodiment is reflected through his excellence in teaching. Relationships with students, relationships with fellow teachers, relationships with other parties, attitudes, and professional skills. Being a role model for all school personnel, being transparent in their work, utilizing technological advancements, creating organizational programs, and managing administrative and teaching staff to enhance and improve their performance are the competencies that the principal of the school has actualized in this research. Since the principal indirectly affects the school's development, his management abilities and organized leadership will undoubtedly be able to realize an improvement in the caliber of teacher instruction.

The research by Dahlan et al. (2016) on the Influence of School Managerial Competence on the Social Competence of Teachers at SMA Negeri 11 Makassar is consistent with the positive influence of the dependent variable on the independent variable in this study. The purpose of this study is to ascertain how the managerial skill of the principal affects the social competence of the teachers at SMA Negeri 11 Makassar. There are 74 participants in this descriptive quantitative study, all of whom are instructors at SMA Negeri 11 Makassar. Descriptive statistical analysis, inferential analysis using product moment, data normalcy tests, and linear regression analysis are the methods used in data analysis. The results of the research show that the level of managerial competence of the principal of SMA Negeri 11 Makassar is in a good category, seen from the aspects of conceptual ability, human ability, and technical ability, for the level of social competence of teachers at SMA Negeri 11 Makassar is in a good category, seen from the aspect of adaptation, communication, and interaction so that there is a significant influence between the managerial competence of the principal and the social competence of teachers at SMA Negeri 11 Makassar. This means that the principal's ability to manage his subordinates, especially in developing teacher competency, will play an important role in increasing student learning motivation.

When educating students at school, teachers must be supported by adequate competencies to be able to foster student motivation to learn. These competencies

must be developed in a continuous learning process. According to Mas (2017) in the *Innovation Journal*, there are four functions of teachers in leadership in the classroom, namely, as a motivator, facilitator, booster, or inspirer. Teacher quality can be viewed from two aspects, in terms of process and results. There are several strategies and approaches that teachers can use so that the learning process runs well. These strategies are: creating learning in a democratic way and a democratic climate, creating cooperative learning, and adapting the triplication paradigm. Meanwhile, the approaches that teachers can use are competency approach, process skills, environment, contextual teaching learning (CTL), and thematic approach. Therefore, it is important to integrate teachers' abilities and skills in educating which in the end is expected to be able to improve the quality of the teacher's teaching

The Influence of Strategic Management and Principal Competence on the Teaching Quality of Teachers at SMPIT in Prabumulih City

Based on the results of hypothesis testing for strategic management variables and principal competence on teacher teaching quality at SMPIT in Prabumulih City. using a simultaneous test (f-test) between strategic management variables and principal competency on teacher teaching quality variables, a significance value of 0.00 was obtained. means that it is smaller than 0.05, thus giving an idea that there is a significant influence simultaneously between strategic management and principal competence on the teacher teaching quality variable at SMPIT in Prabumulih City. Meanwhile, the magnitude of the influence of strategic management and principal competence simultaneously on the quality of teacher teaching is 78% and the remaining 22% is determined by other variables not studied. Based on the results of research and data analysis that has been carried out, it shows that if strategic management has not been fully implemented by the objectives, functions techniques, steps, approaches, and principles that are good and implemented continuously, then strategic management itself has little influence on quality teach teacher.

Erwinsyah (2017) conducted an earlier study on this theory. In deciding the amount and caliber of learning that is done, teachers play a critical role. To give their pupils more learning opportunities and raise the caliber of their instruction, teachers must carefully consider and organize their learning. To raise the standard of education, teachers serve as learning managers and facilitators, working to establish favorable teaching and learning environments, produce high-quality learning resources, and enhance students' capacity to focus during classes and comprehend learning objectives. Thus, the caliber of learning is determined by the caliber of the teacher.

Subsequently, Alpian et al. (2020) investigated the identical independent variables that Alpian had previously examined in "The Influence of Academic Supervision and Teaching Administration Completeness on the Teaching Quality of Teachers at Pemulutan State High School". Similar to the research that researchers study, the

focus of this study is quantitative research. then collected samples from several schools in the Pemulutan District. In addition, samples from a single Prabumulih City District area were examined by the researchers for this thesis. The independent variables under investigation shared a common characteristic, which was the caliber of the teacher's instruction. Meanwhile, the dependent variable has a striking difference, namely that previous researchers studied supervision and completeness of teacher administration. The results of the research show that there is a positive and significant influence on the completeness of teacher administration (with a significance level of X^2 of 0.01, this means that hypothesis testing is less than the sig level of 0.05 so that H_a is accepted) on the quality of teacher teaching. There is no significant effect of principal supervision (with a significance level of X^1 of 0.14) on the quality of teacher teaching. There is a significant simultaneous influence of academic supervision and teacher teaching completeness on the teaching quality of State High School teachers in the Pemulutan area. Based on this research, it provides an illustration that the quality of teacher teaching will be created if there is principal management, then teaching preparation begins with planned educational administration so that when the actualization takes place it will make it easier for teachers to teach.

D. Conclusion

Based on the results of research and discussion, the following conclusions can be drawn: 1) there is an influence of strategic management on the teaching quality of teachers at SMPIT in Prabumulih city; 2) the competency of the school principal has a significant influence on the teaching quality of teachers at SMPIT in Prabumulih City; and 3) strategic management and principal competence together have a significant effect on the teaching quality of teachers at SMPIT in Prabumulih City. The influence of all independent variables on the quality of teacher teaching is 78%, the remaining 22% is influenced by other variables not examined in this research.

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