

THE EFFECT OF SCHOOL HEAD LEADERSHIP ON PROFESSIONAL COMPETENCY OF BASIC SCHOOL TEACHERS

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Abstract: The purpose of this study was to determine the effect of principals' leadership on the professional competence of elementary school teachers. The type of research conducted was ex post facto with quantitative analysis. Data analysis using descriptive correlational techniques and analysis requirements with normality test and linearity test. Sedangkan uji hipotesis dengan korelasi *product moment*. The results of the study indicate that there is a strong relationship between the leadership of the principal and the professional competence of primary school teachers. While the R^2 value of 0.536 explains that the principal's leadership will have an effect of 53.6% on the professional competence of elementary school teachers. Hypothesis test results obtained tcount of $6.175 > 1.694$ which means H_a is accepted.

Keywords: Leadership, School.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui pengaruh kepemimpinan kepala sekolah terhadap kompetensi profesional guru sekolah dasar. Jenis penelitian yang dilakukan adalah ex post facto dengan analisis kuantitatif. Analisis data menggunakan teknik deskriptif korelasional dan persyaratan analisis dengan uji normalitas dan uji linieritas. Sedangkan uji hipotesis dengan korelasi *product moment*. Hasil penelitian menunjukkan bahwa ada hubungan yang kuat antara kepemimpinan kepala sekolah dengan kompetensi profesional guru sekolah dasar. Sedangkan nilai R^2 sebesar 0,536 menjelaskan bahwa kepemimpinan kepala sekolah akan memberikan pengaruh sebesar 53,6% terhadap kompetensi profesional guru Sekolah Dasar. Hasil uji hipotesis diperoleh nilai t_{hitung} sebesar $6,175 > 1,694$ yang berarti H_a diterima.

Kata Kunci: Kepemimpinan, Sekolah

INTRODUCTION

One indicator of the leadership success of a school principal is measured by the quality of education in the school he leads. The principal is a person who plays an important role in improving the quality of education. In an effort to improve the quality of education is to improve the competence of teachers. The competencies that must be possessed by a teacher include four aspects, namely: pedagogic competence, personality competence, professional competence and social competence.

Professional competency is the ability of a teacher in mastering learning material widely and deeply which enables him to guide students to meet the competency standards set out in educational standards. The indicators for teacher professional competence are; (1) master the material, structure, concepts and scientific mindset that supports the subjects taught (2) master the standard of competence or core competencies and the basic competencies of the subjects taught (3) develop subject matter that is taught creatively (4) developing professionalism on an ongoing basis by

taking reflective actions (5) utilizing information and communication technology to develop themselves.

Teacher professional competence should be able to make teachers manage themselves in carrying out their duties. Self-management in this case is the teacher has readiness on himself to become an educator. Examples are teachers who have better professional competence in the teaching and learning process because they have the ability to master the material, standard competencies / core competencies, basic competencies to develop the personality of students.

But the fact that researchers see in the field that teacher professional competence is only the characteristics of an educator, but not all educators have it. The experience of the researchers when carrying out observations in several Public Elementary Schools in the District of Ulu Barumun, Padang Lawas Regency can be seen that in teachers who teach in the high class there are still teachers who do not have mastery of teaching materials, lack of understanding of learning methods and have not been able to use information and communication technology (ICT). This is an initial description that the teacher still does not have good professional competence.

Of the 12 classes that the researchers observed, there were still 9 teachers who could not be said to master the teaching material. For example, teachers often jump over learning on the grounds that teachers learn easy learning without thinking about learning concepts that students must understand. In addition, no teacher has used ICT in the implementation of learning.

This should have direct supervision by the principal in taking action against teachers who can be said to be unprofessional. Because good leaders will always foster and develop the competence of their teachers through various activities. Among them are through Teacher Work Activities (KKG), seminars, workshops, etc.,

which are facilitated by the principal. Good teacher professional competence reflects that there are effective teachers in carrying out their duties in educating the nation. This is in accordance with the statement of Supardi (2013: 83) "effective teachers are teachers who succeed in carrying out learning activities and increase the success of students continuously".

In this case one of the factors that can influence the professional competence of teachers is the leadership of the principal. Based on observations from the results of interviews conducted by researchers with the Regional Office of the UPT (Technical Implementation Unit) Education of Primary School in Ulu Barumun Subdistrict, Padang Lawas, found several problems first, the principal's 50% managerial duties were not carried out optimally, including planning, the difficulties faced by principals in making plans are, principals have difficulty in gathering opinions from teachers and employees to make decisions in a plan because of the lack of cultural initiatives from teachers and employees to give their opinions. Direction, the difficulties faced are differences in perspectives, habits, teacher willingness and skills that make it difficult for principals to try to unite their vision and mission towards achieving school goals. Supervision, the difficulty faced is that the large number of administrative tasks that are the responsibility of the principal causes less focus on the supervision of the school principal on the professional competence of the teacher and the implementation of the school program. Lack of monitoring and evaluation conducted by school principals on school programs. Second, the task of supervising the 70% principal has not run optimally. The principal does not understand the planning of academic supervision, this can be seen from several principals who have never received training related to supervision because most training materials are only related to the preparation of learning

plans, as well as classroom learning activities.

THEORETICAL STUDY

Teacher Professional Competence

UU no. 14 of 2005 Article 1 paragraph (1) states that teachers are professional education with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education in the form of formal education, basic education, and secondary education. As a professional teacher must have sufficient teacher competency.

According to Zahroh (2015: 92) professional competence is a series of teacher abilities in mastering the fields of science, technology, art, and culture. Professional competence is the ability to master the material extensive and in-depth learning that enables it to guide students to meet the competency standards set out in educational standards (Hussein, 2017: 35). Another definition according to Supardi (2013: 105) explains that professional competence is the basic competency of the disciplines studied or which is his specialty in both theoretical and practical mastery, didactic ability, methodology, psychology, planning and management skills, and the ability to evaluate teaching and learning outcomes.

Based on the opinions of experts above professional competence is the ability to master teachers in the fields of science, technology, art, culture, and evaluate the results of teaching and learning and guide students in meeting established competency standards.

Principal Leadership

According to Wahyudi (2015: 120) argues that, "leadership can be interpreted as a person's ability to move, direct, and influence the mindset, the workings of each member to be independent in working, especially in making decisions in the interest of

accelerating the achievement of set goals.

Furthermore Basri (2014: 11) states that, "leadership is the nature of the leader, meaning the elements contained in a leader in carrying out their duties and obligations, and realize their vision and mission in leading subordinates, society in a social environment, organization or country.

From the above understanding researchers concluded that leadership is an activity or ability possessed by someone to influence, persuade, direct and convince subordinates to want to work with will and in accordance with the maximum ability to achieve common goals.

METHOD

This study uses existing data without providing data treatment or manipulation of the variables under study, so that it is included in the ex post facto study. Manurung (2012: 11) who argues that ex post facto research is a study that explains (exposes) the influence of a treatment but that treatment was not carried out at the time of the study and was not carried out by the researchers themselves. The analysis in this study used quantitative analysis. The population of this study were all elementary school class teachers in Ulu Barumun Subdistrict, Padang Lawas Regency, totaling 14 schools and 110 teachers. Of the fourteen schools which became the study, 110 teachers became the population so to determine the sample it used 32% of the population, 35 teachers were divided into 4 schools.

Table 1. Research Sample

No	Nama Sekolah	Alamat	Jumlah Guru Kelas
1	SD Negeri 0602 Matondang	Desa Matondang Kec. Ulu Barumun Kab. Padang Lawas	12
2	SD Negeri 0605 Simanuldang	Desa Simanuldang Kec. Ulu Barumun Kab. Padang Lawas	8

3	SD Negeri 0610 Pintu Padang	Desa Pintu Padang Kec. Ulu Barumun Kab. Padang Lawas	6
4	SD Negeri 0611 Tapian Jorbing	Desa Tapian Jorbing Kec. Ulu Barumun Kab. Padang Lawas	9
Jumlah			35

In this study, researchers used data collection techniques with questionnaires and documentation. This research is correlational research so that it uses hypothesis testing in it. The formula used to analyze the influence of the independent variables with the dependent variable uses the product moment correlation formula as follows.

$$r_{xy} = \frac{(N \cdot \sum XY) - (\sum X)(\sum Y)}{\sqrt{\{(N \cdot \sum X^2) - (\sum X)^2\} \{ (N \cdot \sum Y^2) - (\sum Y)^2 \}}}$$

The basis for decision making used in the t test is as follows:

1. If the probability of significance is > 0.05 , the hypothesis is rejected. The rejected hypothesis means that the independent variable has no significant effect on the dependent variable.
2. If the probability of significance is < 0.05 , then the hypothesis is accepted. The irrevocable hypothesis means that the independent variable has a significant effect on the

dependent variable. The formula for testing t is:

$$t = \frac{r\sqrt{n-1}}{\sqrt{1-(r)^2}}$$

Where :

t = Test the significance of the X correlation with Y

r = Value X with Y

n = Number of respondents

To find out the magnitude of the effect of X on Y, the coefficient of determination formula is used.

Where :

KD = Coefficient of determination

r = influence of X with Y

RESEARCH RESULTS AND DISCUSSION

This research is located in the Primary School in the District of Ulu Barumun, Padang Lawas Regency, there are 14 Public Elementary Schools in the District of Ulu Barumun. Meanwhile the sample in this study were all class teachers, amounting to 35 out of 4 Public Elementary Schools consisting of 4 principals. The following is explained about the state of the teacher, which includes the latest education, gender, length of tenure and teacher certification.

Table 2. The State of state primary school teachers in Ulu Barumun. Padang Lawas

No	Keadaan Guru	Keterangan	Jumlah	Persen (%)
1	Pendidikan terakhir	PROGRAM B	1	2,86
		D II	1	2,86
		S1	26	74,28
		SPG	7	20
2	Jenis Kelamin	Laki-laki	9	25,71
		Perempuan	26	74,29

3.	Lama masa jabatan	1-5 tahun	1	2,85
		6-10 tahun	12	34,29
		11-15 tahun	12	34,29
		16-20 tahun	3	8,57
		21-25 tahun	0	0
		> 25 tahun	7	20
4.	Sertifikasi	Sudah	23	65,71
		Belum	12	34,29

Based on the table above it is known that out of the 35 teachers there were 74.29% female teachers and 25, 71% male teachers. There were 74.28% of teachers having undergraduate education (S1), 20% of SPG level and 2.86% of education level D-II and Program B. In addition, state elementary school teachers have become teachers of 6-10 years and 11-15 years for 34.29%, more than 25 years 20%, 16-20 years 8.57% and 1-5 years term for 2.85 % . Meanwhile teachers who have been certified are 65.71% and 34.29% have not yet been certified.

Based on the above descriptions regarding the state of the teacher it can be concluded that the state of Public Elementary Schools in the District of Ulu Barumun in Padang Lawas Regency is diverse and more teachers have been certified, this will also make teachers more professional. The results of the research on principals' leadership showed that the leadership of the head of the Ulu Barumun District Primary School in Padang Lawas in the 2018/2019 Academic Year obtained an average score = 80.46 and a standard deviation of 3.72 with

the highest score of 90 and the lowest score of 73. The median data on the principal's leadership is 81 with mode 82. Based on the results of the analysis of the items about the principal's leadership of all respondents' answers to the questionnaire it was obtained an average of 4.09. When viewed from the principal's competency indicator, it is seen that the principal is classified as "very good". The principal is able to give a good example in school, the principal also has a strong desire to develop himself as the principal. The principal is able to be open to the teacher in carrying out the main tasks and functions. In addition, the principal is able to control himself in facing work problems.

The managerial competency indicators are in the "good" category. It is seen that the principal is able to arrange school planning properly. The principal also develops school organizations as needed. The principal manages the teacher optimally in the context of utilizing human resources. The school principal manages school finance openly to teachers. In addition, principals take advantage of advances in technology and

information for improving school management so that work is more efficient. The principal does not forget to monitor and evaluate the implementers of the school activities program. In addition, the principal plans a follow-up of the evaluation results. The principal conducts reporting from the implementers of the school activities program. The indicators of entrepreneurship competency fall into the category of "very good". It was seen that principals created innovations that were useful for the development of schools such as parks and fish ponds. The principal always has strong motivation in carrying out his duties and functions.

The supervisi competency indicator is in the "good" category. The principal has planned an academic supervision program with the right techniques to improve teacher professionalism. In addition, in social competencies categorized as "good", it is seen that principals work together with other parties for the benefit of the school, principals actively participate in social activities and have social sensitivity towards others.

The results of the research on teacher professional competence indicate that elementary school teachers in Ulu Barumun Subdistrict, Padang Lawas District, Academic Year 2018/2019 are known to know the average score = 86.17 and standard deviation of 3.66 with the highest score of 93 and the lowest score of 78. Teacher's professional

competency data is 86 with mode 83. From the results of the analysis of the teacher's professional competence items, the average score of all respondents' answers to the teacher's professional competence questionnaire was 4.31. These results are obtained from several indicators. If seen in the indicators of mastering the material, structure, concepts, mindset, scholarship belongs to the category of "very good". This can be seen from the teacher mastering the material and structure of the subjects being taught, the teacher also applies material concepts into life so that students are more easily understanding the material. In addition the teacher can also distinguish the appropriate subject approaches to students.

The indicators master the standards of competency and basic competencies of the subjects which are classified as "very good". The teacher understands the standards of competency / competency and basic competencies in the subjects in class and can understand the learning objectives. In the indicators developing subjects that are creatively taught belong to the category of "very good". It can be seen that the teacher prepares the material before teaching, the teacher also teaches learning material in accordance with the development of students and the teacher processes the material that is easier for students to understand creatively and uses learning resources that are suitable with the learning objectives. On

indicators developing professionalism on an ongoing basis by taking reflective actions belonging to the category of "good", it appears that the teacher utilizes the results of reflection in improving professionalism, the teacher also conducts PTK (Class Action Research). In attending seminars / workshops sometimes the teacher follows the seminar. In indicators using information and communication technology to develop themselves in the "good" category. This can be seen in the teacher already utilizing information and communication technology in communicating like a laptop in learning. The teacher is also able to access the internet to find new sources of knowledge.

The correlation value of 0.732 indicates that there is a strong relationship between the leadership of the school principal and the professional competencies of the public elementary school teachers in the Ulu Barumun District, Padang Lawas Regency. While the R2 value of 0.536 explains that the leadership of the school principal has an influence of 53.6% on the professional competence of elementary school teachers in Ulu Barumun Subdistrict, Padang Lawas Regency.

The results of the hypothesis test indicate that the value of t_{count} is 6.175 at a significant level of 5%. When compared with t table with dk 33 of 1.694 then the value of $t_{count} > t_{table}$ or $6.175 > 1.694$ means the

hypothesis which states there is a significant influence between Principal Leadership on Professional Competence Primary School Teachers of Ulu Barumun Subdistrict, Padang Lawas District 2018/2019 Academic Year is acceptable or proven.

According to researchers based on the results of the analysis, that principals' leadership has a positive influence on teacher professional competence. The principal has a very large role in the competencies that must be mastered by the principal. The leadership of school principals is one of the most important factors in carrying out their duties because with a good headmaster's leadership, the professional competence of the teacher will run well.

CONCLUSION

Based on the results of this study, it can be concluded as follows:

1. Leadership of the Head of Public Elementary School in Ulu Barumun District, Padang Lawas Regency T.A. 2018/2019 is included in the excellent category.
2. Professional Competence of Teachers of Public Elementary Schools in Ulu Barumun Subdistrict, Padang Lawas Regency, T.A. 2018/2019 is included in the excellent category.
3. There is a significant influence between Principal Leadership on Professional Competencies of Public

Elementary School Teachers in Ulu Barumun District, Padang Lawas Regency, T.A. 2018/2019 $t_{count} > t_{table}$ or $6.175 > 1.694$ which means the hypothesis which states that there is a significant influence between Principal Leadership on Professional Competencies of Public Elementary School Teachers in Ulu Barumun Subdistrict, Padang Lawas District T.A. 2018/2019 can be accepted or verified. R^2 value of 0.536 explains that the leadership of the school principal has an effect of 53.6% on the professional competence of public elementary schools in the District of Ulu Barumun, Padang Lawas Regency.

Suggestion

Based on the analysis of the research data, there are several suggestions that can be given, among others, the need for improvement of each variable, including:

1. Seeing that principals' leadership has a positive and significant influence on the professional competence of elementary school teachers and is already in a very good category. However, on managerial competency indicators, supervisory competence and social competence are still in the good category, it is recommended that

principals improve their competencies to be included in the excellent category.

2. Teacher professional competence is included in the very good category, but there are still competencies that are still in the good category, namely the indicators to develop professionalism on an ongoing basis by taking reflective actions and indicators utilizing information and communication technology, therefore it is necessary to strive from the principal as the driving force for the organization to further increase the use of information and communication technology to be included in the excellent category.
3. To the next researcher it is recommended to examine other factors that can affect the teacher's professional competence.

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