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The influence of principal's strategies and teachers' professional competency toward education quality

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ABSTRACT

This study aims to analyze the influence of the principal's strategy and teacher professional competence on the quality of education in SMP Negeri 13 Palembang. Respondents in this study were all teachers in school which amounted to 53 people. The details of this study sample were 43 respondents with ASN status and 10 respondents with honorary status by using quantitative methods. The results of this study were obtained that first there is a significant influence of the principal's strategy variables on the quality of education. The principal's improving strategy has a positive impact on the quality of education which will also. Second, there is a significant influence of teacher professionalism variables on the quality of education. The professionalism of teachers who are getting better has a positive impact on the quality of education that will also be better. Third, there is a significant influence of the principal's strategic variables and professionalism on the quality of education. The variables of the principal's strategy and the professionalism of teachers were able to affect the quality of education by 77.4%.



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Introduction

Teachers are the key to the success of an educational institution. The bad behavior or teaching procedures of teachers will greatly affect the image of educational institutions. Therefore, these teacher resources must be developed both through education and training and other activities so that their professional abilities are further enhanced. [1].

However, the reality is that currently many teachers are not professional in carrying out their duties, because they fill their spare time and many other reasons, the subjects taught by some teachers are not in accordance with their chosen field. Most of the teaching methods used by teachers in teaching are monotonous and do not adapt to the subject matter and the psychological condition of students.

SMP Negeri 13 Palembang is one of the leading schools in Palembang City. SMP Negeri 13 Palembang is located on Jalan Gubah No. 1 29 Ilir, Ilir Barat II district. At SMP Negeri 13 Palembang, even though the teachers have graduated from school, they still need direction and guidance from the school principal in carrying out their duties. As a leader in the principal education institution at SMP Negeri 13 Palembang, he is required to increase the professional competence of teachers in line with the times.

The principal's strategy and the professional ability of the teacher are the things that determine the quality of education, while the time the principal has while in school is very limited. So far, what kind of strategy has been implemented by the Principal along with the development of advances in science and technology, so that even in a limited time the Principal can always monitor the development of teachers in teaching activities carried out at the school.

The principal has a role, namely (1) As an evaluator, which must take measurements such as attendance, school administration and students and conduct evaluations. (2) As a manager, namely performing managerial functions. (3) As an administrator, namely controlling the organizational structure and carrying out substantive administration. (4) As a supervisor, he must research, look for and determine which conditions are needed for the progress of his school. (5) As a leader, he must be able to move people. (6) As an innovator, namely implementing reforms in the implementation of education. (7) As a motivator, namely providing motivation to teachers and education staff and administrators. so that they are eager to carry out their duties in order to improve the quality of education.

Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, explains that: "competence is a set of knowledge, skills, and behavior that must be possessed, lived in, and controlled by teachers or lecturers in carrying out professional duties"

Competence is a fusion of knowledge (thinking power), attitude (heart power), and skills (physical power) which are manifested in the form of actions. In other words, competence is a combination of the mastery of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting in carrying out a task or job. It can also be said that competence is a combination of abilities, knowledge, skills, attitudes, characteristics, understanding, appreciation and expectations that underlie the characteristics of a person to demonstrate work in carrying out tasks or jobs in order to achieve quality standards in real work. So, competence is a set of knowledge, skills and behaviors that teachers must have, live and master in order to carry out their professional duties [3].

The benchmarks of teacher professionalism can simply be seen from the enthusiasm for learning of students, an increase in student learning outcomes, increased student discipline, and the closer relationship between teachers, parents, and the surrounding community. Basically what is expected from the teacher is that the teacher himself develops as a form or personification of a number of characteristics that describe teacher attitudes and behavior.

Professional teachers who work to carry out the functions and goals of the school must have the competencies required so that teachers are able to carry out their duties as well as possible. Without ignoring the possibility of differences in the socio-cultural environment of each school institution as an indicator, teachers are considered professionally competent if: 1. The teacher is able to develop the responsibility as well as possible. 2. The teacher is able to carry out his roles successfully. 3. The teacher is able to work in an effort to achieve the educational goals (instructional goals) of the school. 4. The teacher is able to carry out his role in the teaching and learning process in the classroom. [2].

Teacher professional competence is a set of abilities that teachers must have related to mastery of material broadly and deeply, be able to develop personalities, especially intellectuals of students, and can guide students to meet the competency standards set out in the national education standards. Professional competence [3] rofessional skills and educational staff, includes: 1). Mastery of the educational foundation, in this competency includes understanding the objectives, knowing the function of schools in society. 2). Mastering teaching materials, meaning that the teacher must understand well the subject matter to be taught. Mastery of the main material in the curriculum and enrichment materials 3). Ability to develop teaching programs, including the ability to determine learning competencies, develop learning materials and develop learning strategies 4). Ability to arrange learning outcome assessment tools and learning process.

From the above explanation, it can be understood that professional competence is a competency that must be mastered by education teachers in relation to the implementation of their main teaching duties. Quality is the ability (ability) possessed by a product or service (service) that can meet needs or expectations, customer satisfaction (customer satisfaction) which in education is grouped into two, namely internal and external customers.

Quality is related to consumers or users of school education services. These consumers are people who use educational services at schools. If the quality of a school is good, there will be many people who want to enjoy educational services at that school. Conversely, if the quality of the school is low, then only a few people are interested in the school[4]. Understanding the quality of education according to Permendiknas No. 23 of 2009 article 1 paragraph 1 is the level of intelligence of the nation's life that can be achieved from the

implementation of the National Education System. This understanding directs that the quality of education in Indonesia will be achieved if it implements the provisions and scope of the National Education System in Law no. 20 of 2009 regarding the National Education Standards.

In essence, quality in education includes input, process and output: 1. Quality education input is quality teachers, quality students, quality curriculum, facilities and various aspects of quality education. 2. Quality education process is a quality learning process. 3. Quality educational output is graduates who have the required competencies as well as graduates who are able to continue to a higher level of education. One of the efforts made by the government to strive for quality services is to guarantee the quality of schools for educational services, and to accredit educational institutions. Accreditation is defined as the process of evaluating and assessing the quality of an institution which is carried out by a peer expert team (team of assessors) based on established school quality assurance standards, at the direction of an independent accreditation body or institution outside the institution concerned. The result of accreditation is an acknowledgment that an institution has met the predetermined quality standards, so that it is feasible to operate and administer its programs. The purpose of school accreditation is to obtain an overview of school performance and determine the feasibility level of a school in providing educational services.

The function of school accreditation is as a material for knowledge, as a form of school accountability for and as a starting point for development. There are several accreditation principles that are guided, and there are requirements that should be met by schools that follow accreditation. In the implementation of quality improvement management, the principal must always understand the school as an organizational system. Principals in building human resources through personnel management [5] The success of the school quality improvement program cannot be separated from the support of the factors that influence it. Among these factors, some have high carrying capacity and some have moderate and even low carrying capacity for the success of improving the quality of education. The main key to improving the quality of education is a commitment to change. If all teachers and school staff are committed to change, leaders can easily encourage them to find new ways to improve the productivity and quality of education services (Sukmadinata, 2012: 10). From some of the descriptions above, it can be concluded that the supporting factors for improving the quality of the school are curriculum and learning, school administration and management, school institutional organizations, facilities and infrastructure, personnel, financing, students, community participation and the environment and school culture. If everything is done well and a conducive atmosphere is created, the quality of education in schools will improve and become better.

The problems in this research relating to the Effect of Principal Strategies and Teacher Professional Competence on the Quality of Education at SMP Negeri 13 Palembang can be explained as follows: 1. The facilities and infrastructure are not balanced according to what students need in sports extracurricular learning. 2. It is suspected that the professional competence of teachers at SMP Negeri 13 Palembang has not been able to create a balance in building student achievement to improve the quality of education. 3. The participation of the students' parents community is still limited to financial support, while other supports in the form of morals, thoughts, and infrastructure are not given enough attention.

The objectives of this study are: 1. Know and describe the effect of the principal's strategy on the quality of education 2. Knowing and describing the effect of teacher professional competence on the quality of education 3. Knowing and describing the effect of principal strategies and teacher professional competence on the quality of education.

Method

Place and time of research This research was conducted at SMP Negeri 13 Palembang located on Jalan Gubah No. 1 29 Ilir, Ilir Barat II Palembang. The implementation of this research lasted for 5 months, starting from August to December 2020 **Research Samples** The sample of this research is 53 teachers at SMP Negeri 13 Palembang with ASN and honorary status. **Method of Analysis** The analytical method used to test the hypothesis in this study is multiple regression with SPSS 25.

The type of research that will be used in this research is causality research (cause and effect, consisting of several variables), namely the influence of the principal's strategy and teacher professional competence on the quality of education in SMP Negeri 13 Palembang. This study uses a quantitative research method, which is a research based on the philosophy of positivism, used to examine the population or samples generally carried out randomly, data collection using research instruments, data analysis is quantitative / statistical with the aim of testing the predetermined hypothesis , 2016: 14)

A questionnaire is a data collection method that is carried out by giving a set of questions or written statements to respondents to respond according to user requests "(Widoyoko, 2012: 33). The questionnaire used in this study was a number of written statements provided with alternative answers and the attitude scale used was a Likert scale. The questionnaire (questionnaire) is a data collection technique in which participants / respondents fill out the questions or questions and then return them to the researcher after they are filled completely.

[6] Explaining that a questionnaire is a data collection technique that is given to selected respondents by giving a number of questions in writing. Respondents who were given questions through questionnaires were teachers of SMPN 13 Palembang with a Likert scale of 5 (five) alternative answers adapted to the circumstances of the instrument. Then the research variables will be measured and translated into variable dimensions. Then these dimensions are used as a starting point for compiling indicators of instrument items which can be statements or questions. The answer to each instrument item that uses the Likert scale has a very positive to negative gradient (Suryabrata, 2013: 39) A number of written questions are used to obtain information that has provided answers that are considered appropriate or in accordance with the opinions and beliefs of the respondent. This method is used to obtain data about the Principal Strategy (Variable X1) then Professional Competence (Variable X2) and Educational Quality (Y) obtained from research samples in SMP 13 Palembang.

Results and Discussions

The characteristics of the respondents consisted of the respondent's gender, age, education and length of work. Based on the answers to the questionnaire received, the descriptive identity of the respondents can be seen, as in the following table.

Table 1. Respondent Characteristics

No	Characteristics	F	%
Gender			
1	Man	6	11,3%
2	Woman	47	88,7%
Total		53	100%
Last Education			
1	D1	0	0%
2	D2	0	0%
3	D3	7	13,2%
4	S1	35	66,03%
5	S2	11	20,7%
6	S3	0	0%
Total		53	100%
Employment Status			
1	ASN	43	81,1%
2	Honorer	10	18,9%
Total		53	100%

Sources: primary data is processed by the author (2020)

Assumption Test Testing

the assumptions in this study, namely the normality test, multicollinearity, linearity, and heteroscedasticity. The following is a test of this assumption.

Uji Normalitas

Table 2. Assumption Test

Z hitung	Sig.	Ket.
0,121	0,052	Berdistribusi Normal
Uji Heterokedastisitas		
Variabel	Sig.	Ket.
Strategi Kepala Sekolah	0,833	Non
Profesionalisme Guru	0,913	Heterokedastisitas
Uji Linearitas		
Variabel	Sig.	Ket.
Strategi Kepala Sekolah	0,215	Linier
Profesionalisme Guru	0,084	
Uji Multikolinieritas		
Variabel	To;VIF	Ket.
Strategi Kepala Sekolah	0,389 ; 2.570	Non
Profesionalisme Guru	0,389 ; 2.570	Multikolinieritas

Multiple Regression Results Regression analysis aims to analyze the factors that affect performance. Partial Test Result (t test) The partial test results show that:

1. The principal strategy variable has a t-count value of 5.931 and a significance of 0.000 so that the significance value is less than 0.05, so that there is a partially significant influence of the principal's strategy variable on the quality of education. The regression coefficient value of 0.660 indicates a positive influence, meaning that the better the principal's strategy, the higher the quality of education will be and vice versa. This coefficient value also means that the quality of education will increase by 0.660 units for each one-unit increase of the principal's strategy.
2. The teacher professionalism variable has a t value of 2.628 and a significance of 0.011 so that the significance value is less than 0.05, so that there is a significant partial influence of the variable teacher professionalism on the quality of education. The regression coefficient value of 0.276 shows a positive influence, meaning that the better the professionalism of the teacher, the higher the quality of education will be and vice versa. This coefficient value also means that the quality of education will increase by 0.276 units for each one-unit increase in teacher professionalism.

Simultaneous Test Results (Test F) The value of Fcount is 85.396 and the significance is 0.000, so that the calculated F value is greater than the F table and the significance is less than 0.05, it can be concluded that there is a simultaneous effect of the principal's strategy and teacher professionalism on the quality of education. Result of the Coefficient of Determination (R²) The result of the determination coefficient above is 0.774 which can be said that the principal strategy variable and teacher professionalism are able to affect the quality of education by 77.4%.

Table 3. Multiple Regression Results

Variable	Coefficient	t count	Sig.	Explanation
(Constant)	0,262			
Principal's strategies (X1)	0,660	5,931	0,000	Significant
Teachers' professionalism (X2)	0,760	2,628	0,011	Significant
Fcount				
= 85,396 ; Sig=0,000				
R ² = 0,774				

Discussions

1. The Influence of the Principal's Strategy on the Quality of Education in SMP Negeri 13 Palembang

There is a significant influence of the principal's strategy on the quality of education. The principal's strategy is proven through curriculum development that involves the drafting team and related parties in a meeting held at the school. The following is a picture of meeting minutes in the discussion of curriculum development.

2. The Influence of Teacher Professionalism on the Quality of Education in SMP Negeri 13 Palembang

There is a significant influence of teacher professionalism on the quality of education. The form of teacher professional competence is also proven by the use and management of laboratories to maximize the teaching and learning process. The ability of teachers and school personnel is an important factor in achieving education as expected. As a professional teacher, he must be able to perform teacher tasks, especially in planning, implementing and assessing the success of learning. In addition, teachers are also required to have personnel and social competences relevant to their profession as educative staff.

3. The Influence of Principal Strategies and Teacher Professionalism on Quality of Education in SMP Negeri 13 Palembang .

There is a significant influence of the principal's strategy and teacher professionalism on the quality of education. The leadership pattern and policies of the principal as the highest leader in the school will be very influential and even determine the progress of the school. Professional teachers who work to carry out the functions and goals of the school must have the competencies required so that teachers are able to carry out their duties as well as possible. One of the ways to improve the quality of education is to provide opportunities for teachers to take part in various seminars and trainings and participate in developing extracurricular activities at SMP Negeri 13 Palembang.

Conclusions

Based on the results of research on the quality of education, the following conclusions can be given: 1. There is a significant effect of the principal's strategy variable on the quality of education. 2. There is a significant effect of the variable teacher professionalism on the quality of education. 3. There is a significant effect of the principal's strategy variable and professionalism on the quality of education by 77.4%

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