

The Influence of Principal Competence and Principal Motivation on Performance Teacher in Supporting Teacher Rank Advancement at Vocational High School 1 Kersana

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Abstract. Study this aim for knowing: (1) Influence principal competency to performance teacher , and (2) The influence of the principal's motivation on teacher performance in supporting teacher promotion at SMKN1 Kersana . This research is a type of ex-post research facto with a quantitative approach. The population in this study were all PNS teachers at SMKN 1 Kersana, a total of 73 teachers from . Instrument collection data used that is questionnaire. Technique analysis data using descriptive data analysis techniques and multiple regression analysis. Results this research are as follows. (1) There is an influence on the competence of the principal on teacher performance at SMKN 1 Kersana ($\beta = 0.643$, $\text{sig} = 0.002$). (2) There is an influence of the principal's motivation on teacher performance in supporting promotions ($F = 33,584$, $\text{sig} = 0.000$).

Keywords: Performance Teacher, Vocational High School

1. Introduction

National Education has the function of developing capabilities and forming dignified national character and civilization in the context of educating the life of the nation and aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (RI Law No. 20. 2003). And in order to fulfill ideal educational goals, professional teachers are needed, because professional teachers are the hope of all of us, with an increase in the ability of teachers so that they become teachers. professionalism and it is hoped that the quality of education in Indonesia will increase, because students need to be taught and fostered by professional teachers so that it will produce maximum quality education. Professional teachers should have four teacher competencies that have been stipulated in the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers namely pedagogic, personality, professional and social competencies, therefore apart from being skilled at teaching a teacher also has broad knowledge, is wise and can socialize well.

And in order to increase the professionalism of teachers on May 2, 1989 issued a Decree of the Minister of State for Administrative Reform No. 26/Menpan/1989 concerning credit scores for teacher positions in educational and cultural settings. The reason for the issuance of the Decree is none other than that in order to improve the quality of education in schools, it is necessary to have professional teachers. Furthermore, in BAKN circular letter No. 57686/MPK/1989 dated 15 August 1989, it is explicitly described that the determination of credit scores for teacher positions is in the context of improving teacher quality and achievement.

And as of January 2013 teacher promotions to support teacher professionalism must use a new system, namely the Teacher Performance Assessment (PKG) which is equipped with elements from Continuing Professional Development (PKB) activities. The legal basis for this teacher promotion system is Permenpan and RB Number 16 of 2009 concerning Teacher Functional Positions and Credit Scores. There are many fundamental differences in the promotion system teacher based on Permenpan and RB Number 16 of 2009 with regulation previously which forms the basis of the teacher promotion system. If based on Kepmenpan Number 83/1994, teachers are relatively easy in the collection process number credit, so that faster and easier ride rank level which more tall. Based on the conditions in the field, namely at SMKN 1 Kersana where the average PNS class III and class IV teachers experienced delays in promotion, the teacher's duties associated with acquisition number credit for increase rank looks so complex and complicated, when compared with regulation used before. For example, if in Kepmenpan number 83/1994, for promotion in class III not yet oblige acquisition number credit from scientific publication activities (sub element CBA). Whereas in Candy Pan and RB number 16 of 2009, for promotion in the group III already oblige obtaining credit points from scientific publication activities from the Development element Self.

Based on the results of initial observations, the performance of Vocational High School teachers in SMKN1 Kersana , one of which is seen from the level of time for teacher promotion . Civil servant data at SMKN 1 Kersana , that PNS teachers experience delays in promotion, from group III to IV the average experience delay in promotion is 4-11 years in their tenure . based on data It can be seen that civil servant teachers at SMKN 1 Kersana show that the teacher 's performance in supporting promotion is still very low.

2. Literature Review

2.1. Principal Competency

Principal is a strategic position that not everyone will be able to carry out. Skills and dexterity in leading a school are key in determining the progress and success of a school as an educational institution. It must be recognized that all teachers can carry out other additional duties such as being deputy principals, laboratory heads, librarian heads, workshop heads, heads of expertise programs, homeroom teachers, extra-curricular coaches, as well as other additional duties, but not all teachers have the skills and abilities. in carrying out additional duties as a school principal.

To carry out additional duties as a school principal, teachers must have intellectual, emotional, spiritual and social abilities and capacities. These abilities will greatly influence the effectiveness of his leadership. Meanwhile, the depth of knowledge, breadth of mind, authority and communication relations will bring about significant changes in school management which is the responsibility.

Therefore, the principal must continuously improve his competence so that he can keep pace with existing changes, so that the principal can become a driving force for his subordinates in carrying out school programs in order to improve and advance the quality of education in the school he leads. A school principal must also be able to communicate well and be active in discussion forums, seminars, workshops and other forms of education and training intent on social organization, and be diligent in worship as the identity of his leadership competence, both formally structural and in behavior inherent in him as a leader at the school level.

2.2. Teacher Performance

[1] writes that 6 performances are the embodiment of ability in form creation real. . Besides that, performance is results or output of a process, [2]The meaning of the statement is someone who has adequate ability and skilled in doing daily work, then he will easier to achieve the expected performance. Therefore, employees need to be placed on the job appropriate with his expertise.

The performance that will be discussed in this study is teacher performance. Teacher work ability in in carry out his job in teach as well as ability for reach aim which have been set. The performance of a teacher has a very close relationship with problem productivity.

[3] states that "Teachers have a responsibility principal to teach their students not only on academic activities but also on extracurricular activities and social responsibility". Seeing the important role of the teacher in increase school productivity, therefore an assessment of teacher performance must be implemented for knowing how much big performance a teacher.

[1] states that 9 "factors that influencing employee performance are individual variables, psychological variables, and variables organization". Based on description in on which meant with performance teacher in study this is the teacher's ability to carry out an act in accordance with the objectives that have been set set. This is reflected in the teacher's ability with respect to his duties in the process learning with the following indicators: (1) the ability to develop teaching programs. (2) the ability to present teaching programs. (3) the ability to analyze learning outcomes. (4) the ability to develop improvement and enrichment programs. (5) the ability to compose programs guidance.

2.3. Leadership Head School

Related with definition leadership, [4] which write that leadership US the abilities to influences a group toward the achievements of a vision or set of goals". In line with this, [5] wrote that 11 "Leadership is described as the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness in decision making process and setting the goal for the organization". Thus, leadership is the overall pattern of the actions of a leader, both visible and invisible by his subordinates. Through leadership, a leader (in matter this is head school) could influence whole member or components of the school system so that they carry out their duties and responsibilities towards achievement vision school.

2.4. Competence Pedagogic Teacher

[6] states that 12 "competence is a fusion of embodied knowledge (thinking power), attitude (heart power), and skills (physical power). in form deed'. Competence (competencies) defined with various method, however Basically competence is the unanimity of mastery of knowledge, skills and attitude displayed through performance, which is expected to be achieved by someone after finish something program education.

[7] states that, 13 " a competency is a combination of skills, abilities, and knowledge needed to perform a specific task in a given context ". Competence is a combination of skills, abilities or abilities, and knowledge needed to perform a particular task in a particular context. Competence is a specific ability that provides certain traits and characteristics that differentiate man one with man other. [8] say 14 competencies Pedagogic is very important because it determines the success of the direct learning process touch ability learning includes: Management participant educate, planning, implementation planning, evaluation of learning outcomes and development of students towards the potential it has (1) mastering the characteristics of students, (2) mastering learning theory, (3) develop curriculum, (4) organize learning, (5) utilise technology information, (6) develop the potential of students, (7)

communicate effectively, (8) carry out evaluation, (9) utilise results evaluation for interest learning, (10) do reflective.

A teacher can said professional if teacher the can understand aspect- aspect competence pedagogic with develop outlook deep in mastery teaching participant educate. Before start learning teacher prepare device learning from design to evaluation. This activity is important make it easy student understand material lesson and for knowing how much far mastery material by student. Activity development participant educate also must developed by the teacher because to actualize the various potentials possessed by each participant education.

3. Method

The type of research used in this research is ex post facto research . This study seeks systematic empirical data and researchers cannot control directly variable free because event has occur and according to its nature no could manipulated. Approach which used in analysis data that is approach quantitative. With thereby the influence of the independent variables on the dependent variable studied is more of a causal effect consequence[9].

This research was conducted at SMK N 1 Kersana, Brebes Regency , especially PNS teachers. The implementation is month August 20 22 – December 2022. The population in this study is also the sample because of the sample used less than 100. The total number of PNS teachers is 70 teachers

The data collection technique used in this study was a questionnaire (questionnaire). Questionnaire techniques are used to obtain data about teacher performance, leadership principals, pedagogic competence, and professional competence with teachers who become respondent.

The preparation of the instruments in this study was carried out in several stages, namely: a) Step determination indicator from four variable study, b) drafting grid instrument, c) making statement items, and d) conducting instrument trials. Instrument grille includes principal competency instruments, principal motivation and teacher performance.

3.1. Validity and Reliability Instrument

Test validity aim for knowing so far where instrument gauge capable measure what it wants to measure. A questionnaire is said to be valid if the questions on the questionnaire able to express something that will be measured by the questionnaire. Reliability Instrument

The Reliability Test is intended to determine the consistency of the instrument or questionnaire as a measuring tool for research data collection. Reliability indicates level trust from something indicator which used in study. Testing reliability done with the help of the spss program for windows release 16.00. The technique used is by using the Cronbach Alpha (α) statistical test . A variable is said to be reliable if give mark Cronbach Alpha > 0.60 .

3.2. Technical Analysis Data

Descriptive analysis is used to describe each research variable that is performance teacher, leadership head school, competence pedagogic, and competence professional data presentation includes the average value (mean) , highest data value (maximum) , value lowest data (minimum) , and standard deviation (standard deviation). Measurement on variables which done with give score from answer questionnaire which filled by respondent. The descriptions of the research variables were analyzed using the SPSS for program windows release 16.00 .

In this study the normality test was tested by Kolmogorov Smirnov analysis with SPSS help for windows release 16.0. To test the normality of the population distribution filed hypothesis that is: Ho: data derived from population which distributed normal, and Ha: data comes from a population that is not normally distributed. If the results are obtained its significance > 0.05 so data the distributed normal.

The linearity test in this study uses the regression line equation/multiple regression with the help of the SPSS for Windows release 16.0 program . Testing the linearity of the regression line in this study using the Anova table analysis approach. Basis of taking The decision of this test is that if the calculated F coefficient value is greater than the F table and mark significance $< (\alpha) = 0.05$, so could said linear.

Whether there is a correlation between the independent variables can be seen by using product moment correlation statistics from Pearson. The hypothesis to be tested for prove whether there is multicollinearity between independent variables, namely: Ho: does not exist connection between variables independent, Ha: there is connection between variables independent. For test multicollinearity in study this researcher use help program SPSS for windows release 16.00.

In this study, the heteroscedasticity test was carried out using the Glejser test. Test this Glejser namely by regressing the absolute value of the residual to the independent variable with the equation regression $|U_t| = a + BX_t + v_t$. Basis for decision making on the heteroscedasticity test namely: (1) if the significance value is greater than 0.05, the conclusion is not the case heteroscedasticity, and (2) if mark significance more small from 0.05, in conclusion is occur heteroscedasticity. Test Heteroscedasticity on study this with help program SPSS for windows release 16.00 .

Model regression linear double obtained from results analysis regression double. Analysis regression double used for foresee how circumstances (ride fall) variable dependent (criterion), if two or more independent variables as predictor factors are manipulated (increase or decrease) the value (Sugiyono, 2005: 250). The regression equation for n predictor is:

$$\hat{Y} = a + b_1X_1 + b_2X_2 + \dots + b_nX_n$$

3.3. Test hypothesis

3.3.1. *There is an Influence of Principal Competence on Teacher Performance at SMKNI Kersana (H3)*

As for proving the truth of hypothesis 3 (H3) the t coefficient analysis is used from the results of multiple linear regression calculations. Coefficient analysis aims to find out whether there is influence between the independent and dependent variables, where either or more variable independent other in circumstances permanent or controlled.

The efficiency for hypothesis 1 is expressed as the regression coefficient Y and X3, with control for X1 and X2. Therefore, the hypothesis is put forward to test the effect of X3 on variables Y ie as following:

Ho : There is no significant and positive effect of X3 on Y variable variable X1 and X2 fixed or controlled.

Ha : There is a significant and positive effect of X3 on Y variable variable X1 and X2 permanent or controlled.

3.3.2. *There is Influence Competence Head School and teacher work motivation together on teacher performance at SMK N 1 Kersana (H4)*

As for for prove truth hypothesis 4 (H4) used analysis coefficient F from the results of multiple linear regression calculations. The coefficient F is a number that show influence Among two variable or more in a manner together with variable other. Correlation this used for test hypothesis 4 that is:

Ho: No there is influence between school competence and principal's work motivation on teacher performance at SMKN1 Kersana .

Ha: Exist influence Among between school competence and principal's work motivation on teacher performance at SMKN1 Kersana .

4. Results Study and Discussion

Results of descriptive analysis of teacher performance variables (Y), principal leadership (X1), competence pedagogic (X2), and competence professional (X3) could seen on Table 4 following:

Table 4. Results Analysis Descriptive Variable Study

Variable	N	Minimum	Maximum	sum	Means	std. Deviation
Performance Guru	73	64	96	5993	82.10	7,294
Head Competency_School	73	123	196	12321	168.78	17,812
Work motivation	73	51	76	4663	63.88	6,589
Valid N (listwise)	73					

Data variable performance teacher obtained from questionnaire or questionnaire with total statement 28 items with indicators: (1) personal encouragement, (2) impact on results, (3) strength analysis, (4) think strategic, (5) think creative, (6) firmness, (7) management team and leadership, (8) interpersonal relationships, (9) communication skills, (10) abilities adapt, and (11) ability plan.

The results of the descriptive analysis in Table 4 can be seen that the number of respondents is variable teacher performance, namely as many as 73 teachers with a total score of 5993. From the results of these calculations the smallest (minimum) data value is 64 and the largest (maximum) data value is 96 and, as well as the average (mean) value of 82.10 with a standard deviation (standard deviation) of 7.29. Matter the show that data which used in variable performance teacher have the distribution is small because the standard deviation value is smaller than the average value (mean) . deviation data on variable performance teacher this could said good.

4.1. Description Variable Performance Teacher

Variable teacher performance instrument items as many as 28 questions with 4 choices, As for the detailed description of the criteria teacher performance absolute which has set could seen on table 5 as following.

Table 5. Category Trend Variable Performance Teacher

N	interv	F	Percen	Categor
o.	als		tage	y
1.	≥ 92	7	10	Very Tall

2.	78 - 91	4 6	63	Tall
3.	64 - 77	2 0	27	Enough Tall
4.	50 -63	0	0	Low
5.	≤ 49	0	0	Very Low
Amount		7 3	100	

The results of calculating the total score obtained from the results of filling out the questionnaire by 73 respondents namely a number of 5993. Furthermore, Table 5 tends to categorize teacher performance variables namely in the interval 78 - 91 as many as 46 teachers (63%) in the high category. based on data it can be concluded that the teacher 's performance in category tall.

4.2. Description Variable Competence Professional

The instrument item professional competence variable is 9 questions with 4 choice, while a detailed description of teacher professional competence based on predetermined absolute criteria can be seen in table 8 as following.

Table 8. Category Trend Variable competence professional

N o.	interval s	F	Perce ntage	Categor y
1.	≥ 30	26	36	Very Tall
2.	26 – 29	25	34	Tall
3.	21–25	19	26	Enough Tall
4.	17–20	3	4	Low
5.	≤ 160	0	0	Very Low
Amount		73	100	

The results of calculating the total score obtained from the results of filling out the questionnaire by 73 respondents namely a number of 2009. Furthermore, Table 8 tends to categorize competency variables professional, namely at intervals of ≥ 30 as many as 26 teachers (36%) in the very high category. Based on these data it can be concluded that the professional competence of teachers.

4.3. Test Normality

Based on results calculation normality data is known that mark asymp. Sig. (2-tailed) at a residual of 0.865 is greater than 0.05. Therefore it can be concluded that data distributed normal.

4.4. Test Linearity

Table 9. Summary of Linearity Analysis Results of Regression Lines and their conclusions based on Coefficient F

N o	Variable	F count	F table	Con dition	Concl usion
1	Principal Competency	2,270	2.74	$F_h < F_t$	linear
2	Motivation	0.776	2.74	$F_h < F_t$	linear
3	Teacher Performance	1.354	2.74	$F_h < F_t$	linear

Based on Table 9, it is known that the coefficient F Deviation from Linearity (DFL) smaller than the coefficient F table, it can be concluded that the data acquisition is linear. This means that the regression line is linear so that it can be used for predict size variable dependent.

4.5. Test Multicollinearity

Table 10. Summary Results Analysis Multicollinearity

Variable	tolerance	VIF
Competence Head School	0.637	1,570
Principal motivation	0.463	2,159
Teacher Performance	0.511	1,956

Based on Table 10 it is known that the amount of tolerance for each variable less than 1 and the magnitude of the VIF value of each variable is less than 10, so it can be concluded that no occur multicollinearity on model regression which worn.

4.6. Test Heteroscedasticity

Table 11. Summary Results Analysis Heteroscedasticity

Variable	Sig	Alpha
Competence Head School	0.151	0.05
Principal motivation	0.608	0.05
Teacher Performance	0.914	0.05

From Table 11 is known that from third variable independent which used mark the sig is greater than 0.05 or heteroscedasticity does not occur. Therefore, can concluded that no

occur heteroscedasticity on model regression.

4.7. Analysis Regression linear Double

Analysis of the t coefficient is used to determine whether there is influence or knowing relationship between independent and dependent variables, where one or more variables other independent in a fixed or controlled state. The results of the analysis carried out, produce t Count as following:

- a) Principal leadership $t_{\text{count}} = 0.843$ with a significance value of 0.402 for the coefficient Y correlation and X1, with control X2 and X3.
- b) Competence pedagogic teacher $t_{\text{count}} = 5,595$ with mark significance 0.000 for coefficient Y correlation and X2, with control X1 and X3.
- c) The professional competence of t arithmetic teachers = 0.643 with a significance value of 0.522 for the coefficient Y correlation and X3, with control X1 and X2.
- d) The value of t table with df 69 and a significance level of 0.05 is 1.667. Therefore the billion decision for accept or refuse hypothesis is as following.
- e) hypothesis 1: $t_{\text{count}} = 0.843 < t_{\text{table}} = 1,667$ and mark significance $0.402 > \alpha 0.05$ so H_0 accepted, so it can be concluded that there is no effect of X1 on the variable Y by significance if variable X2 and X3 controlled.
- f) hypothesis 2: $t_{\text{count}} = 5,595 > t_{\text{table}} = 1,667$ and mark significance $0.000 < \alpha 0.05$ so H_0 rejected and H_a accepted, so it can be concluded that there is an effect of X2 on the variables bell Y in a manner significance and positive if variable X1 and X3 controlled.
- g) hypothesis 3: $t_{\text{count}} = 0.643 < t_{\text{table}} = 1,667$ and mark significance $0.522 > \alpha 0.05$ so H_0 rejected, so it can be concluded that there is no effect of X3 on variable Y significance if variable X1 and X2 controlled.

Based on the results of the regression coefficient analysis it is known that the constant value is 25.703, the value of the regression coefficient X1 is 0.034, the value of the regression coefficient X2 is 0.743, and the coefficient value regression X3 as big 0.118. So equality regression double on study this is:

$$\hat{Y} = 25,703 + 0.034X_1 + 0,743X_2 + 0,118X_3$$

4.8. Test hypothesis

4.8.1. *There is an Influence of the Principal's Competency on Teacher performance (H3)*

As for for prove truth hypothesis 3 (H3) used analysis coefficient t. The results of hypothesis testing 1 which was carried out obtained the calculated t value professional competency variable of 0.643 with a probability of 0.522. T table value with df 69 and significance level 0.05 is 1,667. By because that taking decision for accept or refuse hypothesis 1 is $t_{\text{arithmetic}} = 0.643 < t_{\text{table}} = 1.667$ and a significance value of $0.522 >$

alpha 0.05 so H_0 accepted, so that could concluded that no there is influence the competence of school principals on teacher performance in supporting promotion significant.

4.8.2. There are Influence Leadership Head School, Competence pedagogic, and Competence Teacher Professionals Together on the Performance of District Management Business Vocational School Teachers Klaten (H_4) .

As for for prove truth hypothesis 4 (H_4) used analysis coefficient . The coefficient F is a number that shows the influence between two variables or more together with other variables. Based on the results of the analysis carried out the calculated F value = 33.584 with a significance = 0.000. F value table with $df_1 = 3$, $df_2 = 70$ and level significance 0.05 is 2.74. By because mark F count = 33,584 > from F table and sig value = 0.000 < significance level 0.05 then H_0 which states no effect is denied. As a consequence must accept the stated H_a there is influence. Based on the above analysis it can be concluded that there is a significant effect competence of principals, motivation of principals in terms of together to performance teachers in supporting the promotion of teachers in SMK N 1 go there .

5. Discussions

5.1. The Effect of Principal Competence and Principal Work Motivation on Teacher Performance in Supporting Promotions at SMKN 1 Kersana

Results analysis descriptive variable competence school principal is known that trend categorization variable principal competency that is in category very tall. There are two indicators used to measure the motivation variable for this school, namely 1) teacher performance ; and 2) professional development. By Therefore, based on the results of the principal's competency assessment, it can be concluded that the competence of the principal and the motivation of the principal schools in supporting promotion at SMKN1 Kersana in category very tall[1,5,7,10].

The results of the first hypothesis test in the study stated that there was a significant effect positive but not significant competency of school principals on teacher performance in supporting promotions . This is evidenced by the t value of 0.643 smaller than t table of 1.667 and a significance value of 0.522 which is greater than 0.05. The regression coefficient value of the principal's competency variable has a positive direction, but the effect is no significant to performance teacher if variable competence head schools and the motivation of school principals or controlled. Regression coefficient values professional competence variable of 0.118 means that the price coefficient does not provide influence which significant to performance teacher.

The findings in this study that theoretically the competence of school principals effect on teacher performance is not proven. Based on these findings then conducted a more in-depth analysis related to conditions in the field during the study. Based on observations of researchers during data collection found that some respondents in filling out the questionnaire for the teacher's professional competency questionnaire tends to assess it with a score tall because feel that with thereby could Upgrade teacher performance in supporting the promotion of SMKN1 teachers there.

5.2. Limitations Study

- a) No all questionnaire given directly monitored in filling out the questionnaire so that it cannot be known whether the respondent really filled out the questionnaire seriously and correctly .

- b) Due to time and staff limitations, researchers did not provide assistance to all respondents when filling out the questionnaire, so there is a possibility of a statement that not enough understood by respondent as well as seriousness respondent in charging questionnaire there is which no is known.
- c) A number of teacher seen invite teacher other for give mark tall on leadership head school because there is flavor no nice on leader.

6. Conclusion

Based on the results of research and discussion, it can be concluded if there is a significant influence on the principal's leadership, pedagogic competence, and the professional competence of teachers together with the performance of teachers in supporting teacher promotion at SMKN1 Kersana

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