

# The Effect of Managerial Competency and Teacher Performance on the Learning Achievement of Private Vocational Schools, Se-Babat Supat District

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## Abstract

This study aims to determine the effect of principal managerial competence and teacher performance on student achievement. The location of this research was carried out in SD Negeri all Babat Supat District. This type of research is a quantitative study with a determination design using an ex post facto research design. The sample in this study was the total of all teachers in SD Negeri in Babat Supat District, consisting of 174 teachers. data collection techniques using a questionnaire. The data analysis technique used quantitative descriptive analysis techniques and multiple regression. The results of this study indicate that 1) there is a significant influence between the managerial competence of the principal on the learning achievement of the students of SD Negeri in Babat Supat District; 2) there is a significant influence between teacher performance on student achievement in SD Negeri in Babat Supat District; 3) there is a significant influence jointly between principal managerial competence and teacher performance on student achievement of SD Negeri in Babat Supat District.

**Keywords:** *managerial competence, performance, learning achievement*

## INTRODUCTION

Research on the background of research conducted by [1] suggests that one of the causes for the low quality of education in Indonesia is low learning achievement. Then the research conducted by [2] states that school output is of high quality if student achievement is high, both in academic and non-academic achievements. The statement above is supported by the opinion of [3] which states that learning achievement is evidence of learning success or a student's ability to carry out learning activities according to the weight he has achieved. Thus, learning achievement is one of the characteristics that can describe the high and low level of student success in learning at school [4]

The efforts contained in the management of improving the quality of learning in educational institutions according to [4] include 1) controlling the processes that take place in schools, both curricular and administrative; 2) involves a diagnostic process; and 3) requires the participation of all parties, principals, teachers, administrative staff, participants, students, parents and experts.

One important component in efforts to improve the quality of learning is the principal. The principal through his managerial function has a big role in improving the quality of learning in schools. As stated by [5] that the quality of education received in schools will produce quality learning as a product of the principal's managerial effectiveness.

Apart from the principal, teacher performance is an important factor in improving student achievement. The increase in education output through learning achievement is reflected in the performance of teachers in carrying out their main tasks and functions. High teacher performance is seen when teachers have high motivation in teaching tasks, master and develop teaching materials, are disciplined and have high creativity in the teaching and learning process. Through high teacher performance, the quality of learning will be even higher. The teacher is one of the components of education that has the most important

influence on student learning success, even according to teachers are more important than socioeconomic status and school location. The teacher is a key element in the education system, especially in schools. All other components, starting from the curriculum, infrastructure, costs, and so on will not mean much if the teacher's interaction with students is not qualified

This research was conducted in SD Negeri all Babat Supat District. The researcher chose the research location as the research location because it was supported by several factors that were considered to support this research. These factors include, among other things, fairly complete facilities and sufficient resources to carry out this research. Based on the results of the researchers' preliminary observations on February 10, 2020, it can be concluded that the SD Negeri in Babat Supat District is already good. Of the 35 elementary schools in Babat Supat District, there are 4 schools that are still accredited C and 9 schools that are accredited A then 22 schools have the status of accreditation B. This accreditation status can illustrate that most of the elementary schools in Babat Supat District have the resources and adequate facilities and infrastructure. The state of the quality of student achievement by using the national student examination result indicators of SD Negeri in Babat Supat District showed that the average student reached the passing standard of the National Examination. Seeing this condition, the researchers decided to carry out research in SD Negeri all Babat Supat District.

## RESEARCH METHODS

This study uses a quantitative approach. The quantitative approach is a decision model that uses numbers. In theory, quantitative researchers exclude and determine changes and variable categories. All of these variables are bound in a hypothetical frame that often comes before data in the quantitative approach, in the case that observations are made through a narrow lens on a series of pre-designed variables [7]

Data collection techniques in this study using a questionnaire or questionnaire. According to [8] a questionnaire or questionnaire is a data collection method that is carried out by giving a set of written statements to respondents to respond to according to user requests.

## RESEARCH RESULTS AND DISCUSSION

### The Effect of Principal Managerial Competence on Student Achievement at Public Elementary Schools in Babat Supat District

The model of the relationship between principal managerial competence and student achievement is expressed in the form of the regression equation  $Y = 12,410 + 0.344 X_1$ . The regression equation significance test can be presented in the following table.

**Table 1. Result Based on the Variable Significance Test**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	Constant)	12.410	3.173		3.911	.000
	Principal managerial competence	.344	.062	.363	5.570	.000

a. Dependent Variable: Student achievement

Managerial competence of school principals on student achievement of SD Negeri in Babat Supat sub-district, the t value is  $5.570 >$  from the t table price of 1.652 where the t value is greater than t table, so  $H_0$  is rejected, so there is a significant influence between head managerial competence. school towards student achievement of SD Negeri in Babat

Supat District. The correlation coefficient value between the principal's managerial competence and the learning achievement of students in SD Negeri in Babat Supat District.

### The Influence of Teacher Performance on Student Achievement of Public Elementary Schools in Babat Supat District

The model of the relationship between school teacher performance and student achievement is expressed in the form of the regression equation  $Y = 12.410 + 0.478 \cdot X_2$ . The regression equation significance test can be presented in the following table.

Based on the significance test of the teacher performance variable towards the learning achievement of public elementary school students. Based on the significance test of the teacher performance variable towards the learning achievement of public elementary school students

**Table 2. The Significance Test Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.410	3.173		3.911	.000
	Teacher performance	.478	.065	.479	7.353	.000

a. Dependent Variable: Student achievement

Teacher performance on student achievement in SD Negeri in Babat Supat District obtained t value of  $7.353 \geq t$  table price of 1.652 where the price of t is greater than t table, so  $H_0$  is rejected, so there is a significant influence between teacher performance on student achievement. SD Negeri in Babat Supat District. The correlation coefficient value between teacher performance and student achievement in SD Negeri in Babat Supat District.

### Collective Effect Between Principal Managerial Competence and Teacher Performance on Student Achievement in Public Elementary Schools in Babat Supat District

The joint model of the relationship between principal managerial competence and teacher performance on student achievement is expressed in the form of the regression equation  $Y = 212.410 + 0.344 \cdot X_1 + 0.478 \cdot X_2$ . This means that student learning achievement has increased positively through principal managerial competence and teacher performance.

To find out the truth of hypothesis testing, a simulated test was carried out using the F test to determine the effect of the principal managerial competence variable and teacher performance on the teacher professionalism variable. The testing criteria are as follows.

- If the probability value (significant)  $< 0.005$ , then  $H_0$  is rejected
- If the probability value (significant)  $> 0.005$ , then  $H_0$  is accepted

Then for the F test, the test criteria are as follows.

- $H_a$  is accepted if  $F_{count} > F_{table}$   
 $H_0$  is accepted if  $F_{count} \leq F_{table}$ .

**Table 3. The Joint Effect Between Principal Managerial Competence and Teacher Performance on Student Achievement in Public Elementary Schools in Babat Supat District**

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	4983.148	2	2491.574	151.716	.000 <sup>b</sup>
	Residual	3136.728	191	16.423		
	Total	8119.876	193			

a. Dependent Variable: Student achievement

b. Predictors: (Constant), Teacher performance, principal managerial competence

The results of multiple regression analysis can be seen in the following table. Based on the significance test of the principal managerial competence variable and teacher performance on the learning achievement of students in SD Negeri all Babat Supat District. obtained F count of 1369,609 with a significance level of 0.000 <probability value  $\alpha$  0.05 while F table corresponds to a significance level of 0.05 (2.191) of 3.04 so that F count > F table (151.716 > 3.04) so that Ho3 is rejected , it means that there is a significant influence jointly between principal managerial competence and teacher performance on student achievement in SD Negeri all Babat Supat District.

To find out how much influence the independent variable has on the dependent variable, it can be seen simultaneously in the following summary model table.

**Table 4. Model Summary<sup>b</sup>**

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.783 <sup>a</sup>	.614	.610	4.052

a. Predictors: (Constant), Teacher performance, principal managerial competence

b. Dependent Variable: Student achievement

The table above shows the R square value of 0.614, thus the coefficient of termination is 61.4%, so it can be concluded that the influence of principal managerial competence and teacher performance on student achievement of SD Negeri students in Babat Supat District collectively is 61.4%. and the remaining 38.6% is influenced by other factors not examined in this study

## DISCUSSION

### Descriptive Statistical Test

The results of the descriptive statistical analysis show that the principal managerial competence with the very good category is 16 or 8.25%, the good category is 56 or 28.86%, the good enough category is 71 or 36.60%, the poor category is 51 or 26.29%. , and the category is very less at 0 or 0%. The results of the analysis indicate that the principal's managerial competence is in the quite good category with the highest percentage value being 36.92% for the fairly good category. Then the results of the analysis of the statistical descriptions of teacher performance with very good categories amounted to 21 or 10.82%, both categories amounted to 51 or 26.29%, good enough categories were 58 or 29.90%, the poor category was 61 or 31.44%, and very poor category at 3 or 1.55%. The results of the analysis indicate that the performance of SD Negeri teachers in Babat Supat District is in the poor category. The results of the analysis of the description of student achievement in the very good category amounted to 15 or 7.73%, the good category was 50 or 25.77%, the good enough category was 61 or 31.44%, the poor category was 62 or 31.96%, and very poor category of 6 or 3.10%. The results of the analysis indicate that student achievement is in good category. Thus it can be understood that there is a correlation between principal managerial competence and teacher performance with student learning achievement where

principal managerial competence and teacher performance are in good condition, student learning achievement is also in good condition.

### **Hypothesis Test 1**

Based on the simple regression test, the  $t$  value of 5,570 is obtained > from the  $t$  table price of 1.652 where the  $t$  value is greater than the  $t$  table, so  $H_01$  is rejected, so there is a significant influence between the managerial competence of the principal on the learning achievement of SD Negeri students in all districts Babat Supat. Based on the results of statistical tests, the  $R$  value or the correlation coefficient value is 0.637. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also obtained the value of  $R$  Square or the coefficient of determination obtained is 65.3% which can be interpreted that the managerial competence variable has a contribution of 65.3% to the student achievement variable.

The results of this study indicate that the principal's managerial competence has an influence on student learning achievement. As the results of research conducted by [9] which states that to realize quality learning, the principal in carrying out his leadership should be oriented or focus on learning. Learning leaders in carrying out their duties are aimed at aspects of the curriculum, PBM, assessment of learning outcomes, teacher development, creating a conducive atmosphere that allows teachers and students to carry out learning well. To be able to carry out learning leadership, a set of competencies is needed, namely formulating learning objectives, directing and guiding curriculum development, making PBM improvements, evaluating teacher performance and developing it, building learning communities and making continuous improvements and building learning communities.

The results of the research above are supported by the results of research conducted by [10] with the results of research which states that the leadership of the principal is expected to be able to express leadership behaviors characterized by their roles and functions as management engineers, communicators, clinical practitioners, role models, and as a high priest. As a leader, the principal must consider external factors in his efforts to improve learning, namely: factors of community values and expectations, and factors of school institutional structure. Third, as a learning leader, there are four internal dimensions of the school that the principal needs to consider in improving learning performance, namely the socialization of the school's vision and mission, structuring learning, improving learning practices, and creating a healthy learning climate.

Then it is supported by the opinion of [11] which states that one of the requirements for an effective school is that the principal tries his best to ensure the quality of teaching in his school. The form of the principal's attention to the quality of learning through improving the quality of teacher teaching is the implementation of the supervision program. As the results of research from Enas (2018) which show that: 1) Principal leadership in terms of personality competencies is generally effective so that it can improve teacher performance; 2) Principal leadership in terms of principal leadership is generally in the effective criteria so as to improve teacher performance; 3) The leadership of the principal in terms of entrepreneurial competence is generally in the effective criteria so as to improve teacher performance; 4) The leadership of the principal in terms of the competence of supervision is generally in the effective criteria so as to improve teacher performance; 5) The leadership of the principal in terms of social competence is generally in the effective criteria so as to improve teacher performance.

### **Hypothesis Test 2**

Then based on the significance test of the teacher performance variable on the student achievement of SD Negeri in Babat Supat District, the  $t$  value is 5,613  $\geq$  the  $t$  table price of 1.652 where the  $t$  value is greater than the  $t$  table so  $H_02$  is rejected, so there is a significant influence between performance. teachers towards the learning achievement of students of SD Negeri in Babat Supat District. Based on the results of statistical tests, the  $R$  value or the correlation coefficient value is 0.734. This value can be interpreted that the relationship between the two variables is in the strong category. Through this table also

obtained the value of R Square or the coefficient of determination obtained is 70.2% which can be interpreted that the teacher performance variable has a contribution of 70.2% to the student achievement variable.

The results of the analysis above are supported by research conducted by Nurchasanah & Mudofir (2018) which states that teacher performance in improving the quality of student learning is carried out by 1) analyzing existing programs, namely by following up on existing programs such as creating work programs that can develop teacher professionalism; 2) do it by giving a mandate to the curriculum section to set schedules and assign teaching assignments to teachers in accordance with their educational qualifications; 3) provide opportunities for teachers to participate in activities aimed at developing competency in teaching, such as seminars, further studies, workshops, and so on; 4) evaluating programs that have been implemented, supervising teachers while teaching and providing guidance.

### Hypothesis Test 3

Based on the simple regression test, the t value of  $7.353 >$  from the t table price of 1.652 where the t value is greater than the t table, so  $H_01$  is rejected, so that there is a significant influence between the managerial competence of the principal on the learning achievement of SD Negeri students in all districts. Babat Supat. Then based on the significance test of the teacher performance variable on the student achievement of SD Negeri in Babat Supat District, the t value is  $5.613 \geq$  the t table price of 1.652 where the t value is greater than the t table so  $H_02$  is rejected, so there is a significant influence between performance. teachers towards the learning achievement of students of SD Negeri in Babat Supat District.

From the Anova test, it was found that F counted for 151.716 with a significance level of 0.000 <probability value  $\alpha$  0.05 while F table corresponds to a significance level of 0.05 (2.191) of 3.04 so that F count > F table ( $151.716 > 3.04$ ) so that  $H_03$  is rejected, meaning that there is a significant influence jointly between the managerial competence of the principal and teacher performance on the student achievement of SD Negeri in Babat Supat District. Based on the value of R square of 0.614, thus the coefficient of termination is 61.4%, so it can be concluded that the influence of principal managerial competence and teacher performance on student achievement in SD Negeri all Babat Supat District collectively is 61.4% and the rest 38.6% influenced by other factors not examined in this study.

The results of this study are supported by the results of research from Nuchiyah (2007) which states that the leadership of the principal has a significant effect, namely 46% on student achievement. Teacher teaching performance has a significant effect of 53% on student achievement. The leadership of the principal and the teaching performance of teachers together have a strong influence, namely 67% on student achievement.

Research conducted by Kumiwati & Minsih (2016) with the title "The influence of principal leadership and teacher competence on student achievement of Muhammadiyah elementary schools in the academic year 2015/2016". The results showed that the principal leadership and professionalism of Islamic Education teachers together had a significant influence on student learning outcomes, with the regression results at the 5% significance level, Fcount greater than Ftable ( $21.468 > 3.195$ ) with a significance value of 0.000 < 0, 05. For the regression equation for the principal's leadership and PAI teacher professionalism on student learning outcomes, namely  $Y = 36.973 + 0.188X_1 + 0.284X_2$ . The great influence of the principal's leadership and the professionalism of Islamic Education teachers together on student learning outcomes is 0.477 or 47.70%, which indicates that student learning outcomes are influenced by the principal's leadership and PAI teacher professionalism by 47.70%, while the rest 52.30% influenced by other variables which were not examined in this study.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded as follows:  
1) There is an influence of the principal's managerial competence on the learning achievement of the students of SD Negeri in Babat Supat District, 2) There is an effect of teacher performance on the learning achievement of students of SD Negeri as Babat Supat District, 3) There is a joint influence between principal managerial competence and teacher performance on student achievement of SD Negeri in Babat Supat District, 4) There is an effect of principal managerial competence and achievement motivation on student achievement of SD Negeri all Babat Supat District collectively -same.

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