

# THE INFLUENCE OF SCHOOL PRINCIPALS' MANAGERIAL COMPETENCE AND TRANSFORMATIONAL LEADERSHIP ON THE PERFORMANCE OF STATE PRIMARY SCHOOL TEACHERS

**TARJO**

*SDN LARANGAN 3 KOTA TANGERANG*

*tarjodwijo@gmail.com*

## ABSTRACT

The aim of this research is to analyze: 1) The direct influence of the principal's managerial competence on the performance of public elementary school teachers in Larangan District, Tangerang City. 2) The direct influence of transformational leadership on the performance of public elementary school teachers in Larangan District, Tangerang City. 3) The direct influence of the principal's managerial competence on the transformational leadership of the Larangan District Public Elementary School, Tangerang City. The method used in this research is a causal survey research method with path analysis techniques. The population in this study were all ASN teachers at public elementary schools in Larangan District, Tangerang City, totaling 135 ASN teachers with a sample of 100 ASN teachers taken at random (proportional random sampling). Based on the results of the analysis, it is proven that: 1) There is a positive and significant direct influence of the principal's managerial competence on the performance of state elementary school teachers in Larangan District, Tangerang City. 2) There is a direct positive and significant influence of the transformational leadership on the performance of public elementary school teachers in Larangan District, Tangerang City. 3) There is a direct positive and significant influence of the principal's managerial competence on the transformational leadership of state elementary school teachers in Larangan District, Tangerang City.

***Keywords: Principal Managerial Competence, Transformational Leadership, Teacher Performance.***

## INTRODUCTION

The managerial competence of school principals plays a crucial role in managing human resources, school budgets and learning environments effectively. This competency includes abilities in planning, organizing, monitoring and evaluating, as well as the ability to overcome challenges that may arise in the school environment. As an education manager, the principal has a big responsibility in

determining the efficiency and effectiveness of the entire learning process. This includes not only administration but also the ability to motivate, lead change, and create a conducive learning environment for students and teachers.

However, various observations show that some school principals have not carried out their role as effective managers. For example, some school principals still use previous year's plans or delegate managerial tasks to senior teachers and administrative staff without updating the school management paradigm. The monitoring and evaluation that is carried out is often just a formality without new standards that reflect the creativity and innovation of school principals.

Research by Diding Nurdin (2015) concluded that the managerial competence of school principals has a significant effect on teacher job satisfaction. The better the managerial competence, the higher the teacher's job satisfaction. In addition, school principals who apply transformational leadership can create a climate that motivates teachers to innovate and collaborate in the educational process. This leadership emphasizes a shared vision, builds trust, and creates a progressive organizational culture, which is so necessary in the ever-evolving world of education.

However, based on observations, there are still many school principals who apply conventional leadership styles, relying more on past experiences without paying attention to new paradigms in the world of education. One-way leadership and a lack of communication and discussion with staff are things that often occur. Changes and new dynamics in education require leaders who can adapt and apply transformational leadership to achieve quality education goals.

The importance of teacher performance in education cannot be ignored. Teachers who perform well are able to plan, implement and evaluate learning well. However, many teachers still teach without systematic planning, or use planning that is merely an administrative formality without being adapted to students' actual needs. This has an impact on the quality of learning and student learning outcomes.

This study aims to analyze the extent to which school principals' managerial competence and their transformational leadership influence teacher performance in elementary schools. Thus, it is hoped that this research can make a significant contribution to the development of management and leadership strategies at the elementary school level in order to improve the quality of education.

Identify the problem as follows: First the teacher needs to make a learning plan and carry out learning and assessment according to the plan. Second, some teachers only make learning plans to complete administration, without implementing them in the classroom. Third, many teachers are stagnant in professional development due to lack of motivation from leaders. Fourth, several school principals have not implemented learning management effectively. Fifth, the low managerial competence of school principals causes the implementation of learning to be less systematic. The six transformational leadership have not been implemented widely, so teachers are less inspired and motivated to be more creative and professional.

The problem limitations are as follows: First, teacher performance as the dependent variable. Second, the principal's managerial competence is an independent variable. The three transformational leadership as independent variables.

The problem formulation is as follows: First, is there a positive direct influence of the principal's managerial competence on teacher performance? Second, is there a positive direct influence of transformational leadership on teacher performance? Third, is there a positive direct influence of the principal's managerial competence on transformational leadership?

The research objectives are as follows: First, analyze the influence of the principal's managerial competence on teacher performance. Second, analyze the influence of transformational leadership on teacher performance. Third, analyze the influence of the principal's managerial competence on transformational leadership.

Purpose The research provides a theoretical contribution to the study of educational management

and transformational leadership. The research results can be used by school principals and educators as a reference in improving managerial competence and implementing transformational leadership, as well as improving teacher performance.

## METHOD

This research uses a quantitative approach with a correlational design to determine the relationship between the variables studied. This research measures the influence of the principal's managerial competence (X1) on teacher performance (X3), the influence of transformational leadership (X2) on teacher performance (X3), and the influence of the principal's managerial competence (X1) on transformational leadership (X2). The method used is a causal survey with path analysis techniques.

This quantitative research is scientific and systematic regarding existing phenomena and relationships, with the aim of developing and using mathematical models, theories or hypotheses related to natural phenomena.

The research population was all State Elementary School ASN (PNS) teachers who served in Larangan District, Tangerang City, with a total of 135 teachers.

The sample was determined using a probability random sampling technique with the Slovin formula, resulting in a sample of 100 teachers and 30 teachers for the trial who were not included in the main sample.

Data was collected using a questionnaire method which was distributed to all PNS and PPPK teachers in the Larangan District Korwil. This questionnaire is designed to obtain factual data, attitudes and opinions of respondents regarding research variables. Secondary data is also collected from relevant publications or journals.

## FINDINGS AND DISCUSSION

Data was collected using questionnaire techniques from State Elementary School teachers in Larangan District, Tangerang City.

Descriptive quantitative data was used with descriptive statistical analysis using percentages. A Likert scale with a score range of 1-5 was used. The research results include data descriptions, analysis requirements testing, hypothesis testing, and discussion regarding the influence of school principal managerial competence and transformational leadership style on teacher performance.

First Hypothesis: The Influence of School Principal Managerial Competence on Teacher Performance

Based on the results of the analysis using SPSS version 29, the following information was obtained:

**Coefficients Regresi Variabel X<sub>1</sub> terhadap X<sub>3</sub>**

Coefficients <sup>a</sup>						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	101.505	11.303		8.980	<,001

KOMPETENSI MANAJERIAL KEPALA SEKOLAH	.260	.083	.302	3.136	.002
a. Dependent Variable: KINERJA GURU					

From the results of the analysis table in table 4.16 above, information is obtained that the intercept value of the regression line (a) is 101.505, while the slope value or regression coefficient (b) is 0.260, resulting in a simple regression line equation as follows:

$$X_3 = a + bX_1 = 101,505 + 0,260 X_1$$

From the regression line equation above, it can be explained that the constant is 101.505; This means that if the principal's managerial competency value is 0, then the teacher's performance value is positive at 101.505. The regression coefficient for the principal's managerial competency variable is 0.260; This means that if the principal's managerial competence increases by one unit, then teacher performance will increase by 0.260. The coefficient is positive, meaning that the influence of the principal's managerial competence on teacher performance is positive, meaning that the better the principal's managerial competence, the more teacher performance will improve.

Based on the t test analysis in table 4.16 above, it shows that the t value is 3.136. This tcount value is then compared with the ttable value at the 95% significance level with  $df(100-2) = 98$ , resulting in a value of 1.98447. After comparing, it turns out that the tcount value is greater than ttable ( $3.136 > 1.975$ ). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.002. This means that the Sig value  $< \alpha$  value ( $0.002 < 0.05$ ), so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that the managerial competence of school principals has a significant effect on teacher performance.

#### Second Hypothesis: The Effect of Transformational Leadership on Teacher Performance

Based on the results of the analysis using SPSS version 29, the following information was obtained:

**Coefficients Regresi Variabel  $X_2$  terhadap  $X_3$**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	108.743	11.304		9.620	.000
	KEPEMIMPINAN TRANSFORMASIONAL	.206	.083	.244	2.494	.014
a. Dependent Variable: KINERJA GURU						

From the results of the analysis table in table 4.18 above, information is obtained that the intercept value of the regression line (a) is 108.743, while the slope value or regression coefficient (b) is 0.206, resulting in a simple regression line equation as follows:

$$X_3 = a + bX_2 = 108,743 + 0,206 X_2$$

From the regression line equation above, it can be explained that the constant is 108.743; This means that if the transformational leadership value is 0, the teacher's performance value is positive at 108.743. The regression coefficient for the transformational leadership variable is 0.206; This means that if transformational leadership increases by one unit, teacher performance will increase by 0.206. The coefficient is positive, meaning that the influence of transformational leadership on teacher performance is positive, meaning that the better the transformational leadership, the more teacher performance will improve.

Based on the t test analysis in table 4.18 above, it shows that the t value is 2.494. This tcount value is then compared with the ttable value at the 95% significance level with  $df(100-2) = 98$ , resulting

in a value of 1.98447. After comparing, it turns out that the tcount value is greater than ttable (2.494 > 1.975). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.014. This means that the Sig value < α value (0.014 < 0.05), so it can be concluded that H0 is rejected and H1 is accepted. So it can be concluded that transformational leadership has a significant effect on teacher performance.

Third Hypothesis: The Influence of Principal Managerial Competence on Transformational Leadership

Based on the results of the analysis using SPSS version 29, the following information was obtained:

**Tabel 4.20**  
**Coefficients Regresi Variabel X<sub>1</sub> terhadap X<sub>2</sub>**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	106.618	13.718		7.772	.000
	KOMPETENSI MANAJERIAL KEPALA SEKOLAH	.220	.101	.215	2.184	.031

a. Dependent Variable: KEPEMIMPINAN TRANSFORMASIONAL

From the results of the analysis table in table 4.20 above, information is obtained that the intercept value of the regression line (a) is 106.618, while the slope value or regression coefficient (b) is 0.220, resulting in a simple regression line equation as follows:

$$X_2 = a + bX_1 = 106,618 + 0,220 X_1$$

From the regression line equation above, it can be explained that the constant is 106.618; This means that if the principal's managerial competency value is 0 then the teacher's performance value is positive at 106.618. The regression coefficient for the principal's managerial competency variable is 0.220; This means that if the principal's managerial competency increases by one unit, then transformational leadership will increase by 0.220. The coefficient is positive, meaning that the influence of the principal's managerial competence on transformational leadership is positive, meaning that the better the principal's managerial competence, the greater the transformational leadership.

Based on the t test analysis in table 4.20 above, it shows that the t value is 2.184. This tcount value is then compared with the ttable value at the 95% significance level with df (100-2) = 98, resulting in a value of 1.984. After comparing, it turns out that the tcount value is greater than ttable (2.184 > 1.984). Likewise with the significance level (p-value), in the table above it is known that the significance probability value (Sig.) = 0.031. This means that the Sig value < α value (0.031 < 0.05), so it can be concluded that H0 is rejected and H1 is accepted. So it can be concluded that the managerial competence of the school principal has a significant effect on the transformational leadership style.

## CONCLUSION

Based on the results of research and discussion, several important things can be concluded as follows:

### 1. The Influence of Principal Managerial Competence on Teacher Performance

There is a positive and significant direct influence between the principal's managerial competence on teacher performance at the Larangan District Public Elementary School, Tangerang City. This means that increasing the managerial competence of school principals will improve teacher

performance. Therefore, increasing the managerial competence of school principals must be a priority for educational institutions that hope to improve teacher performance.

## 2. The Influence of Transformational Leadership on Teacher Performance

There is a positive and significant direct influence between the transformational leadership style on teacher performance at the Larangan District Public Elementary School, Tangerang City. An increase in transformational leadership by school principals will improve teacher performance. Educational institutions that hope to improve teacher performance need to ensure that school principals apply the principles of transformational leadership in carrying out their duties.

## 3. The Influence of Principal Managerial Competence on Transformational Leadership

There is a positive and significant direct influence between the principal's managerial competence on the transformational leadership style at the Larangan District Public Elementary School, Tangerang City. This shows that increasing the managerial competence of school principals will increase the implementation of transformational leadership. Educational institutions that hope to implement effective transformational leadership need to focus on improving the managerial competence of school principals.

## REFERENCES

- Arifudin STEI Al-Amar Subang, O. (2020). PENGARUH GAYA KEPEMIMPINAN TRANSFORMASIONAL DAN TRANSAKSIONAL DENGAN KINERJA (The Effect Transactional-Transformational Leadership Style Perception and Performance). 4(3).
- Arikunto, Suharsimi (2015), Manajemen Penelitian. Jakart. Rineka Cipta
- Bass, B. M. (2016). Leadership and Performance Beyond Expectations. Free Press. <https://books.google.co.id/books?id=NCd-QgAACAAJ>
- Bass, B. M., & Avolio, B. J. (2016). Improving Organizational Effectiveness Through Transformational Leadership. SAGE Publications. [https://books.google.co.id/books?id=\\_z3\\_BOVYK-IC](https://books.google.co.id/books?id=_z3_BOVYK-IC)
- Burns, J. M. G. (2017). Transforming Leadership. Grove Atlantic. <https://books.google.co.id/books?id=8QyFAAAAQBAJ>
- Dawam, A. B. H. H. (2022). Pengaruh Kompetensi Manajerial dan Kepemimpinan Demokratik Kepala Sekolah terhadap Kinerja Guru melalui Motivasi Kerja. Jurnal Pendidikan, , 13, 65–68.
- Djohan Achmadi, S. E. M. E., Prof. Dr. Eliana Sari, M. M., Prof. Dr. Neti Karnati, M. P., & Adab, P. (n.d.). PENINGKATAN KINERJA GURU. Penerbit Adab. <https://books.google.co.id/books?id=KtnMEAAAQBAJ>
- Dr. Drs. Hafidulloh, S. E. , M. M. M. S. Si. , M. M. et. al. (2021). Meningkatkan Disiplin Kerja dan Kinerja Guru (Cetakan Pertama, Vol. 1). Bintang pustaka Madani.
- Ellis, M. (2014). The Bilateral Dimensions of Transformational Leadership (University Leadership Edition). Lulu.com. <https://books.google.co.id/books?id=B3IiAwAAQBAJ>
- Gibson J. (2018). Organization: Behavior, Stucture, Processes (11th ed., Vol. 11). 2008.
- Gary Yukl, Leadership in Organizations, Global Edition, 9th edition. Published by University of Newyork
- Hamzah dan Nina. (2014), Teori kinerja dan Pengukurannya. Jakarta. Bumi Aksara
- Istikomah, O., & Budi Haryanto, Ma. (n.d.). BUKU AJAR PERILAKU ORGANISASI & KEPEMIMPINAN PENDIDIKAN ISLAM UNIVERSITAS MUHAMMADIYAH SIDOARJO 2020.
- Kepemimpinan Sulaiman. (n.d.). Galangpress Group. <https://books.google.co.id/books?id=ASDecqSJoOQC>
- Kouzes, J. M., & Posner, B. Z. (2017). The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. Wiley. <https://books.google.co.id/books?id=bPyTDgAAQBAJ>
- Kuswoyo, A. H. K. dan A. T. J. (2018). The Influence Of Organizational Leadership Style And Work Motivation On Work Satisfaction And Primary School Teachers' Performance In Rimba Melintang Subdistrict. Procuratio, 6.

- Kuswoyo, Komara, A. H., & Junaedi, A. T. (2018). Pengaruh Gaya Kepemimpinan Organisasi Serta Motivasi Kerja terhadap Kepuasan Kerja dan Kinerja Guru Sekolah Dasar di Kecamatan Rimba Melintang. *Procuratio*, 6(4), 360–372. <http://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/PROCURATIO/article/view/91>
- Management Association, I. R. (2016). *Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications: Concepts, Methodologies, Tools, and Applications*. IGI Global. <https://books.google.co.id/books?id=IMhNDQAAQBAJ>
- MARTIN YAMIN DAN MASIAH. (2015). *Standarisasi Kinerja Guru (MARTIN YAMIN DAN MASIAH, Ed.; 2nd ed., Vol. 3)*. Gaung Persada.
- Mulyana. (2018). Pengaruh Kompetensi, Kepemimpinan dan Kompensasi terhadap Kinerja Karyawan.
- Munawir. (2022). Kinerja Guru Profesional Sekolah Dasar. *Jurnal Pendidikan Guru*, 1–102.
- Nyoman Princes Oktavia Fairy, S., Made Yudana, I., Gede Hendra Divayana Jurusan Administrasi Pendidikan, D., kunci, K., Kepemimpinan Transformasional, G., Kerja Guru, E., Kerja, K., Organisasi Sekolah, B., & Guru, K. (2019). Kontribusi Gaya Kepemimpinan Transformasional, Etos Kerja Guru, Kepuasan Kerja, Dan Budaya Organisasi Sekolah Terhadap Kinerja Guru Di Smpk 1 Harapan Denpasar. *Japi*, 10(2).
- Prim Masrokan Mutohar. 2014. *Manajemen Mutu Sekolah; Strategi Peningkatan Mutu dan Daya Saing Lembaga Pendidikan Islam*, Cet. II. Jogjakarta: ArRuzz Media.
- rifai. (2022). *Final Buku Kepemimpinan Pendidikan (1)*.
- Singarimbun dan effendi, (2005). *Metode Penelitian Survey*, Pustaka LPJES. Indonesia
- Sugiyono. (2016). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Supardi (2013). *Kinerja Guru*, Jakarta. Rajawali Press
- Sukmadinata, Nana Syaodih. (2019). *Metode Penelitian Pendidikan*. Bandung : PT. Remaja Rosdakarya.
- Timple, A, Dale. (2018.) *Manajemen sumber daya manusia*. Jakarta PT. Indeks
- Uswatun Khasanah, M. P. I. (2019). *Kepemimpinan Transformasional Dalam Manajemen Pendidikan Islam*. Jakad Media Publishing. <https://books.google.co.id/books?id=SivZDwAAQBAJ>
- WahjoSumijo. (2019). *Kepemimpinan Kepala Sekolah*. Raja Grafindo Persada.
- W.J.S Poerwodarminto. (2017). *Kamus (ketiga, Vol. 3)*. Balai Pustaka.