

## THE INFLUENCE OF PRINCIPAL MANAGERIAL COMPETENCE AND WORK MOTIVATION ON TEACHER PERFORMANCE

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### **Abstract**

The school principal is responsible for leading, organizing and improving the teaching and learning process by applying managerial concepts. Teaching staff, as the main component, have a significant role in the success of education with high competency standards. Teacher work motivation also has an influence, forming psychological characteristics that support performance in the world of education. This research aims to explain: (1) explain the influence of the principal's managerial competence on teacher performance, (2) explain the influence of teacher work motivation on teacher performance, (3) explain the influence of the principal's managerial competence and teacher work motivation on teacher performance. This research used a quantitative approach with a sample of 85 Muhammadiyah Tanjungsari Middle School teachers. Based on the research results, it can be concluded that the principal's managerial competence and teacher work motivation have a significant effect on teacher performance at Muhammadiyah Tanjungsari Middle School. Apart from that, teacher work motivation also has a significant effect on teacher performance. Simultaneously, increasing teacher performance can be achieved through efforts to develop the managerial competence of school principals and increase teacher work motivation. Although some of the variability in teacher performance can be explained by the principal's managerial competence and work motivation, it is 65.6%.

**Keywords:** Managerial Competence, School Principal, Work Motivation, Performance, Teachers, Students

### **A. INTRODUCTION**

Education has a crucial role in improving an individual's quality of life in all aspects of life. Its strategic value and urgency in the formation of a nation is an aspect that cannot be ignored (Sudarsana, 2015). Education not only aims to provide practical knowledge and skills, but also to shape a person's character and identity ("how to be") (Nugroho, 2016). Therefore, the transfer of culture and culture is very important in education. considered as a strategic means to increase the nation's potential so that it can play a significant role at the global level (Suryaman, 2020).

In the view of Rahmadani & Qomariah (2022), creating a competitive advantage for the Indonesian nation requires rapid innovation in the education sector. The excellence and quality of education is expected to be able to increase the nation's honor and dignity in the era of globalization (Kristiawan & Rahmat, 2018). Improving education in Indonesia begins with efforts that focus on schools, which are considered the institutions at the forefront of carrying out the educational process. Schools, as the main determinant of educational quality, have a central role in efforts to

improve educational standards. These efforts include developing innovative curricula, empowering teaching staff, and using sophisticated educational technology (Suwartini, 2017).

Teachers have a central role in the education system, and definitions from laws such as UUSPN No. 20/2003 and Law no. 14 of 2005 confirms their status as professionals (Mudhofir, 2012). According to the UUSPN, teachers are considered as professionals who are tasked with planning and implementing the learning process, as well as providing guidance and training (Mudhofir, 2012). UU no. 14 of 2005 further explains that teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in various formal education pathways (Matnuh, 2017).

From a legal perspective, these two laws emphasize that teachers are not only implementers of their duties, but also have significant professional responsibilities in the educational process (Warif, 2019). With main tasks covering various aspects of education, teachers are expected to have special abilities and skills to carry out their functions effectively. Therefore, as a profession, education and developing the abilities of teachers is crucial so that they can make maximum contributions in shaping and developing the potential of students at various levels of education (Pare & Sihotang, 2023).

Professional teachers have a crucial role in creating quality educational processes and results, aimed at forming intelligent and competitive Indonesian people (Mansir, 2020). Professional educators are expected to be able to produce individuals who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Sujana, 2019). The professional abilities possessed by teachers are the main supporting element in realizing quality work achievements and performance, so that they can contribute significantly to the formation of students' character and potential (Wulandari, 2016).

Teacher performance refers to the capacity of a teacher to complete teaching activities at school and be responsible for the students under his supervision through improving student learning outcomes (Rohman, 2020). Thus, teacher work ability can be defined as a condition that describes an action carried out by the instructor during teaching activities (Hiryanto, 2017). For teachers who carry out their duties, according to Law no. 20 of 2003 concerning the Indonesian National Education System as stated in Article 39 paragraph 2 is planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service. This means that apart from teaching or the learning process, teachers also have the task of carrying out guidance and training and even need to carry out research and service to the surrounding community (Audah, 2020).

The existence of new policies and periodic changes requires an active role from the school principal. School principals need to be involved in re-managing field conditions and adjusting various needs in accordance with applicable policy directions. To carry out this task, the school principal must have optimal managerial abilities. Before involving themselves in managerial activities, school principals also need to carry out planning, such as the principal's managerial competency plan. This plan has an important role as a guide for school principals in carrying out

the process of managing educational institutions. A thorough plan will be a strength for the school, helping to direct the process of managing educational institutions in accordance with the plans that have been made, and based on the goals to be achieved.

.Managerial competence is the application of the school principal's management skills in managing educational institutions. In this case, the implementation of managerial competence includes the planning, implementation and evaluation stages. Ministerial Regulation No. 13 of 2007 concerning School/Madrasah Principal Standards, the managerial abilities of school principals include: planning, organizing, mobilizing and supervising (Rohimat, 2019). With good managerial skills, it is hoped that every school principal will be able to become a motivator and enforcer of discipline for teachers so that they are able to demonstrate good performance productivity (Sabrina et al, 2020). The success of a school principal in improving the quality of education in the institution he leads cannot be separated from his competence and ability to carry out his duties, roles and functions as a school principal. According to Permendiknas number 13 of 2007 concerning school principal standards, school principal competency consists of five dimensions, namely: Personality, managerial, entrepreneurial, supervision and social (Englasari, 2019)

Apart from being influenced by the managerial competence of the principal, teacher performance is also influenced by work motivation. Work motivation is an effort based on moving, directing and maintaining a person's behavior so that he or she is encouraged to take action to do something so as to achieve certain results or goals (Kartini & Kristiawan, 2019). In management concepts related to organizational life, motivation is defined as the work drive that arises in a person to behave in achieving predetermined goals. If someone has motivation from within themselves, then they will work as well as possible, they don't even need external motivation for them to work (Amalda & Prasajo, 2018). In carrying out activities, internal motivation is needed, especially for self-study. Teachers who have high achievement motivation, of course at work will carry out all their duties as well as possible, which in the end will have a positive influence on the teaching and learning process and can improve student learning achievement (Rahman, 2022).

This research aims to determine: (1) the influence of the principal's managerial competence on teacher performance at SMPN Muhammadiyah Tanjungsari; (2) the influence of work motivation on teacher performance at SMPN Muhammadiyah Tanjungsari; (3) the influence of the principal's managerial competence and work motivation on the performance of SMPN Muhammadiyah Tanjungsari.

## **B. LITERATURE REVIEW**

### **Teacher Performance**

According to Priansa et al, (2022) that performance is the result of work achieved by teachers in schools in order to achieve school goals. Schools are a cultural network that can be a measure of all the cultural role models around them. As Deal & Peterson (2010) argue, "Schools, in learning out their transmitter of the culture role can be viewed as a barometer that reflects the complexity of the surrounding culture. Teacher performance is a manifestation of ability in the

form of real work, work results and responsibility in carrying out their mandate, the profession they hold, as well as their morals (Kartowagiran, 2011). Performance is the result of a person's work in a certain period which is compared with several possibilities, for example target standards, targets or criteria that have been determined in advance. Pianda (2018), Performance is a function of the interaction between ability (basic abilities) and motivation. This theory shows that people who have high basic abilities, but have low motivation will produce low performance, likewise if people have high motivation but Low ability will result in low performance.

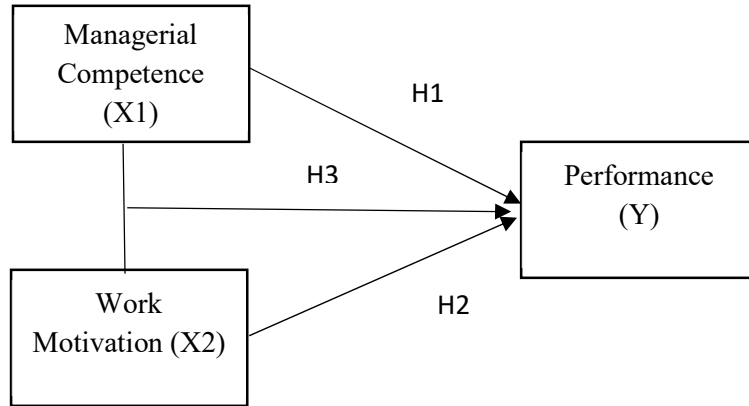
### **Principal Managerial Competencies**

Managerial competence is the competence of the principal in terms of understanding the school as a system that must be directed and managed with good management. 2 The managerial competence of the principal can also be defined as a leader in a school who has the ability to organize, plan, develop, organize and supervise all citizens. schools to create an effective and efficient learning process. Managerial Competency is an activity of strategic thinking, inspiring, motivating, mobilizing, setting a vision, and providing the best solution for the work team or organization. Someone who will experience success must carry out their authority and responsibility according to their portion. The need for managerial competence is increasingly urgent, especially in times of uncertainty , changing political conditions, economic factors and the constant need to do more . From this description, the author concludes that the principal's managerial competence is the ability possessed by the principal in terms of planning, organizing, developing and supervising educational institutions to be able to utilize existing resources to achieve a quality learning process.

### **Work motivation**

According to Sardiman (2011) "Motivation stems from the word "motive" which is defined as the driving force that exists within a person to carry out certain activities in order to achieve a goal. According to Hamzah B. Uno (2008: 1) defines motivation as a force, both internal and external, that encourages a person to achieve certain goals that have been previously set. Meanwhile, Malayu SP Hasibuan (2003) stated that "Motivation is the provision of driving force that creates enthusiasm for a person's work, so that they are willing to cooperate, work effectively and integrate with all their efforts to achieve satisfaction." So motivation is something that encourages someone to do something to achieve a goal. Motivation is an important part of every activity, without motivation there is no real activity (Khair, 2019). Employees will work seriously if they have high motivation. If employees have positive motivation, they will show interest, have attention, and be responsible for their duties so that their performance increases (Jufrizen, 2021).

The framework of thought is a temporary explanation of the symptoms that are the object of the problem. The research process is as follows:



**Figure 1 Research Framework**

### **Hypothesis**

H1 = Managerial competency (X1) influences performance (Y)

H2 = Work motivation (X2) influences performance (Y)

H3= Managerial Competence (X1) and Work Motivation (X2) simultaneously influence performance (Y)

### **C. METHOD**

The approach used in this research is a quantitative approach with a correlational research type. Correlational research is research that is intended to determine whether there is a relationship between two variables or several variables. The population in this study were all teachers who taught at Muhammadiyah Tanjungsari Middle School. The population in this study was 85 teachers. According to Suharsimi Arikunto, if there are less than 100 research subjects, it is better to take all of them . So the sample in this study was 85 people . The technique or method of collecting data in this research uses a questionnaire in the form of a list of questions or statements given to other people who are willing to provide responses (respondents) according to the user's request. Data collection in this research used a questionnaire using a Likert scale in the form of positive and negative statement items. The data analysis used in this research is descriptive analysis, data quality tests consisting of validity and reliability tests, classical assumption tests consisting of data normality tests, multicollinearity tests and heteroscedasticity tests, influence tests consisting of multiple linear regression analysis and analysis. coefficient of determination, hypothesis testing consisting of the t test and F test. Data processing uses the Statistical Service and Product Solution (SPSS) version 26 program.

### **D. RESULTS AND DISCUSSION**

#### **Validity test**

An instrument can be said to be valid if it is able to accurately reveal data or information from a variable to be studied and is able to measure as desired . Following are the results of the Validity test

**Table 1 Validity Test results**

<b>Variable</b>	<b>Items</b>	<b>Mark</b>	<b>Information</b>
Principal Managerial Competency (X1)	1	0.736	Valid
	2	0.701	Valid
	3	0.696	Valid
	4	0.664	Valid
	5	0.701	Valid
	6	0.668	Valid
	7	0.635	Valid
	8	0.657	Valid
	9	0.643	Valid
	10	0.666	Valid
	11	0.662	Valid
Work Motivation (X2)	1	0.597	Valid
	2	0.499	Valid
	3	0.563	Valid
	4	0.547	Valid
	5	0.581	Valid
	6	0.537	Valid
	7	0.646	Valid
	8	0.527	Valid
	9	0.604	Valid
	10	,612	Valid
Teacher Performance (Y)	1	0.804	Valid

	2	0.781	Valid
	3	0.776	Valid
	4	0.778	Valid
	5	0.774	Valid
	6	0.796	Valid
	7	0.746	Valid
	8	0.794	Valid
	9	0.762	Valid
	10	0.795	Valid
	11	0.773	Valid
	12	0.754	Valid
	13	0.766	Valid
	14	0.778	Valid

In this research, the analysis used to prove validity uses Pearson. The results of the Pearson correlation test for the variables Managerial Competence (X1), Work Motivation (X2), and Teacher Performance (Y) show that the calculated r results are greater than the r table where the correlation value is above 0.367 so it can be concluded that the statements of all variables are said to be valid.

### Reliability

Reliability of an instrument refers to the belief that the instrument can be used as a data collection tool because the instrument has been declared good. As stated by Arikunto, instruments that are declared good and reliable can produce reliable data too

**Table 2 Reliability Test results**

No	Variable	Cronbach's Alpha	N Of Items
1	Competence Managerial	0.698	11
2	Motivation Work	0.601	10
3	Performance Teacher	0.790	14

Based on the results of instrument testing, the principal's managerial competence has an r alpha of 0.698, the work motivation variable has an r alpha of 0.601, and the teacher performance variable has an r alpha of 0.790. With this value, the resulting r alpha value is positive and greater than r table (0.367) so it can be stated that the variable instrument has a level of reliability and can be used as a measuring tool.

**Classic assumption test**

**1. Normality test**

Normality testing is carried out to determine whether a data distribution is normal or not. Normality testing is to find out whether the regression is normally distributed or not, so that the answers given by respondents can be projected as answers that represent the entire population. This is important, because if it turns out that the data is not normally distributed, then this group of data cannot be tested for hypotheses using parametric statistics.

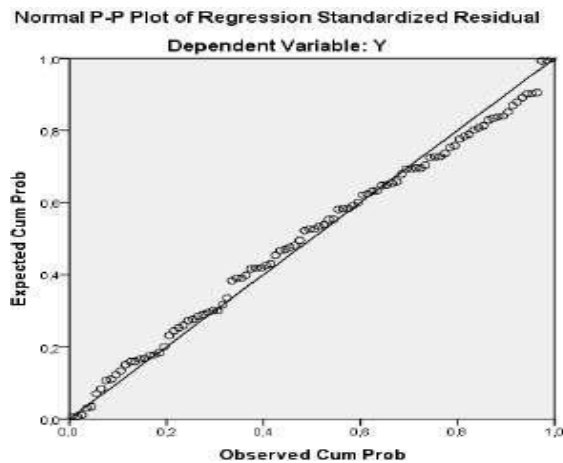


Figure 1 PP Plot Normality Graph

Based on the graph of the normality test results of the regression model, it can be seen that the data is spread around the diagonal line so that the regression model fulfills the assumption of normality and is suitable for use to predict teacher performance based on input on principal supervision and work motivation variables.

**2. Linearity Test**

The results of the linearity test can be seen from the table below:

**Table 3 Linearity Test Results**

No	Variable	Significance	Alpha	Condi on	Conclusion
1	$Y * X^1$	0.523	0.05	S > A	Linear
2	$Y * X^2$	0.220		S > A	Linear



Based on the linearity test in this research, it is known that the significance value of the deviation from linearity of the principal's managerial competency variable is 0.523 and the work motivation variable is 0.220. Thus, it can be stated that the significance value of all variables is greater than 0.05 so it can be concluded that the regression line for these variables is linear so that it can be used to predict the magnitude of the teacher performance variable.

### 3. Multicollinearity Test

The multicollinearity test aims to test whether the regression model finds a correlation between independent variables. A good regression model should have no correlation between variables. To detect whether a multicol problem occurs, you can look at the tolerance value and its opposite, the variable inflation factor (VIF).

**Table 4 Multicollinearity Test Results**

No	Variable	Tolerance	VIF	Information
1	Managerial competence	0.616	1.623	Not heteroscedasticity
2	Work motivation	0.616	1.623	Not heteroscedasticity

Based on the results of the multicollinearity test documented in the table, it can be seen that the VIF value for the principal managerial competency and work motivation variables is 1.623 respectively, with a tolerance value of 0.616. VIF numbers that are close to 1 and tolerance values that are close to 1 for all independent variables indicate that there is no indication of multicollinearity between the independent variables in the regression model. Therefore, it can be concluded that the regression model in this study does not experience multicollinearity problems and can be considered suitable for use.

### Multiple Linear Regression Analysis Test

Multiple linear regression analysis is used to determine the influence of the independent variable on the dependent variable either partially (t test) or jointly (f test). Results can be obtained after the data is processed with the help of the SPSS program, as follows:

**Table 5 Multiple Linear Regression Test Results**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	-8.001	5.721		-1.397	.165

Managerial Competency (X1)	.339	.139	.201	2.438	.016
Work motivation (X2)	1.210	.148	.670	8.145	.000

Table 5 above explains that the regression equation obtained from the formula is as follows:

$$Y = -0.8001 + 0.339X1 + 1.210X2$$

**Coefficient of Determination Test (R2)**

The coefficient of determination (R2) is used as an indicator of the extent to which the model is able to explain variations in the dependent variable.

**Table 6 Coefficient of determination test Model Summary**

Model	R	R Square	Adjusted R Square	Std Error of Estimate
1	.810	.656	.648	2.3248

The results of the correlation analysis as in the table above explain the existence of a regression output which shows the influence of the principal's managerial competence and work motivation on teacher performance, obtaining an R Square value of 0.656. This figure shows that the variation in teacher performance scores that can be explained by the regression equation obtained is 65.6%, while the remaining 34.4% is influenced by other variables outside the regression model equation obtained.

**Hypothesis testing**

**1. t Test (Partial Test)**

Based on the results of the t test using SPSS 25.0 software as seen in table 3, the following results were obtained:

**Table 7 T Test Results (Partial) Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std. Error	Beta		
(Constant)	-8.001	5.721		-1.397	.165
Managerial Competency (X1)	.339	.139	.201	2.438	.016

Work motivation (X2)	1.210	.148	.670	8.145	.000
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The significance value of the t test for the principal managerial competency variable is 2.438 with a Sig value of 0.016, and the work motivation variable is 8.145 with a Sig value of 0.000. The significance value of t shows that the significance value of the managerial competence variable is smaller than the probability value set at 0.05 and the significance value of the work motivation variable is smaller than the probability value set. Thus, it can be concluded that the principal's managerial competence partially influences teacher performance, as well as work motivation partially influences teacher performance at Muhammadiyah Tanjungsari Middle School.

## 2. f Test (Simultaneous)

The simultaneous test aims to determine the relationship between all independent variables simultaneously and the dependent variable, which in this case is the influence of the principal's managerial competence and work motivation on teacher performance. Table 8 below will show the value of the simultaneous test.

**Table 8 F-test results (Simultaneous)**

ANOVA <sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	4074.139	2	2037.690	78.663	.000 <sup>a</sup>
Residual	2123.435	82	25.895		
Total	6197.574	84			

The results of the first hypothesis testing simultaneously in this study showed that the significance value of the simultaneous test (F test) was 0.000. In this way, the significance value F is smaller than the specified probability  $\alpha$ . Thus, the Sig.F value is  $0.000 < 0.05$ , thus indicating rejection of H<sub>0</sub> and acceptance of H<sub>3</sub>, so it is stated that the principal's managerial competence and work motivation simultaneously influence the performance of Muhammadiyah Tanjungsari Middle School teachers.

## Discussion

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

From the results of data analysis, it is proven that there is an influence of the principal's managerial competence on teacher performance at Muhammadiyah Tanjungsari Middle School with a significance t of  $0.016 < 0.05$ . These results indicate that the managerial competence of school principals in implementing management functions in schools has a significant influence on

teacher performance. This influence is positive, meaning that the higher the level of managerial competence of the school principal, the higher the level of teacher performance.

The managerial competence of school principals is proven to have a significant influence on teacher performance, in accordance with the findings in Gorton's research. Gorton & Grundy (1996) emphasized that managerial competence is a key element for improving teacher performance, and therefore, school principals need to act as effective managers. Indicators of a school principal's effectiveness include his ability to manage the school's potential so that its functions optimally. Apart from that, school principals are expected to be able to carry out managerial functions well, including planning, organizing, mobilizing and controlling. The above research is in line with research by Tanjung (2021), which also confirms that managerial competence contributes positively to teacher performance. Thus, the school principal's skills in the managerial aspect are crucial in creating a conducive learning environment and supporting improving the quality of teaching. The conclusions of this research reinforce the urgency of the managerial role of school principals as a key element in achieving increased teacher performance and achievement.

## **2. The influence of work motivation on teacher performance**

The results of data analysis as explained above show that there is an influence of teacher work motivation on teacher performance at Muhammadiyah Tanjungsari Middle School with a significance  $t$  of  $0.000 < 0.05$ . These results indicate that work motivation influences teacher performance. Thus, work motivation makes an effective contribution to teacher performance.

Malone (1981), differentiates motivation into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is an urge that arises from within the individual, while extrinsic motivation arises due to stimuli from outside the individual. In carrying out an activity, a person is not always influenced only by extrinsic motivation, such as material fulfillment alone. Intrinsic motivation, which comes from pride in one's abilities, love of work, or great interest in the task or work one is doing, also has a role that cannot be ignored. Intrinsic motivation is not only related to economic interests, but also includes the psychological need to be more active in carrying out work. This is in line with Rizal's (2019) research findings which state that work motivation has an impact on teacher performance. In conclusion, understanding these two types of motivation can provide deeper insight into the factors that influence individual performance, including in the context of research on teacher work motivation.

## **3. The Influence of Principal Managerial Competence and Work Motivation on Teacher Performance**

The results of data analysis as explained above show that there is a simultaneous influence of the principal's managerial competence and teacher work motivation on teacher performance at Muhammadiyah Tanjungsari Middle School with a significance  $F$  of  $0.000 < 0.05$ . These results indicate that the principal's managerial competence and teacher work motivation simultaneously influence teacher performance. This means that the principal's managerial competence and teacher work motivation will influence teacher performance if done simultaneously.

Collaboration motivation, as previously explained, has a significant role in supporting the smooth running of managerial activities. With encouragement to work together, school principals can carry out their managerial duties effectively. The role of the principal as a manager is key, where the application of appropriate techniques and approaches, both at the individual and group level, can have a positive impact. Principals who act as effective managers not only understand management techniques, but also understand teachers' need for cooperation, mutual understanding, and consultation. Thus, managerial activities are not only formal routines, but also have deep and effective meaning. Collaboration among staff, both individually and in groups, is the key to success in achieving goals and improving the overall quality of the school. Thus, the role of the school principal in creating an environment that supports good cooperation and communication is very important in increasing the effectiveness of managerial activities. The research results above are in line with research conducted by Musrinih (2023) which states that the managerial competence of school principals and work motivation influence teacher performance.

## E. CONCLUSION

Based on the results of the analysis and discussion of research results, it can be concluded as follows:

1. The managerial competence of school principals has a significant influence on teacher performance. The managerial competence of school principals is a key factor in improving teacher performance. Thus, increasing the managerial competence of school principals can make a positive contribution to improving teacher performance in the school.
2. Teacher work motivation also has a significant influence on teacher performance. This finding is in line with work motivation, both from internal and external encouragement, which makes an effective contribution to teacher performance. Therefore, efforts to increase teacher work motivation can be an effective strategy in improving the quality of teaching in schools.
3. Simultaneously, the principal's managerial competence and teacher work motivation have a significant effect on teacher performance. This confirms that efforts to improve teacher performance cannot only be done through developing the managerial competence of school principals, but also involve efforts to increase teacher work motivation as a whole.
4. The R Square value was obtained at 0.656. This figure shows that the variation in teacher performance scores that can be explained by the regression equation obtained is 65.6%, while the remaining 34.4% is explained by other variables outside the regression model equation obtained.

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