

Correlation of Principal's Managerial Competence to Teacher Performance in Wamena Papua

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Abstract

Managerial competence is the ability to manage resources through planning, organizing, directing, and controlling activities to achieve organizational goals effectively and efficiently. The principal as a manager in educational institutions must have managerial competence of his teachers. The purpose of this study was to determine the correlation of principal managerial competence on teacher performance. The method used in this study is a quantitative method. Quantitative problems more generally have large areas, complex levels of variation but are located on the surface. The research results obtained are a correlation between the principal's managerial competence and teacher performance. The higher the managerial competence of a principal, the higher the teacher's performance.

Keywords

competence; managerial;
principal; teacher performance



I. Introduction

On the Law Number 20 of 2003 is listed about National Education System that "Education is effort conscious and planned for realize atmosphere learning and the learning process so that participants educate by active develop potency herself for have religious spiritual power , control self , personality , intelligence , morals noble , as well skills needed by himself , the community nation and state". Education is a key main in create generation quality Indonesian nation, thing this in tune with destination education Indonesia's national set forth in Constitution Republic of Indonesia Number 20 of 2003 article 3 which explains that education national working develop ability and shape character as well as civilization dignified nation in skeleton educate life nation , aim for develop potency participant educate to be man of faith and piety to Almighty God Esa , have character glorious healthy , knowledgeable , capable , creative , independent , and become democratic citizen as well as responsible answer (Cipto, 2021) .

According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

On business in produce quality school many one of the factors involved very decisive role is head school . position head school in maintenance education at school is *figure* responsible center answer to fluent whether or not educational process activities in schools (Ismuha et al., 2016) . Many aspects can determine quality school of them is owned facilities school, source of funds, source power human resources, parental/

community support, student input factors, and management school. As for the conducive climate environment school could influenced and determined by several Thing of them is role head school. Head school is figure central in enhancement quality education in schools. Succeed or whether or not a institution education especially in units education will be greatly influenced by the competencies possessed head school . Effort increase quality education, a head school must capable increase competence performance of teachers or his subordinates, one of them service to progress quality education as well as manage source power school with as good as maybe. As leader, head school must capable give the influence that can cause teachers to be motivated for doing his job by effective so that teacher performance will more good. There is a relationship that is not can separated Among ability managerial head schools, teacher performance, and quality education. Ability managerial head school will greatly affect teacher performance (Tanjung et al., 2021).

Based on background back above researcher interested for To do study with title “Correlation Competence managerial Head School Against Teacher Performance in Wamena Papua”.

III. Research Method

Method quantitative Becomes method selected research in study this for answer questions research. Problem quantitative more general has a large area , level complex variations however located on the surface (Mulyadi, 2011). Data collection techniques used is with *survey* through questionnaire with *google forms*. Study this done to the teacher against head 35 people from their schools in Wamena in Papua were selected by random.

III. Results and Discussion

3.1 Results

Table 1. Correlation Competence managerial Head School to Commitment

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Table 2. Descriptive Statistics

	mean	Std. Deviation	N
Competence managerial Head School	61.9429	8,38045	35
Commitment	22.0571	2.20884	35

Based on table 2. that study as many as 35 teachers against head the school competence managerial show that head school has a mean of 61.9429 and std. deviation 8,38045. Whereas performance shows mean 22.0571 and std. deviation 2.20884.

Table 3. Correlation Competence managerial Head School to Commitment

		Competence managerial Head School	Commitment
Competence managerial Head School	Pearson Correlation	1	,370 *
	Sig. (2-tailed)		0.029
	N	35	35
Komitmen	Pearson Correlation	,370*	1
	Sig. (2-tailed)	,029	
	N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

Researcher test correlation competence managerial head school with testing *pearson correlation* with results as following.

H₀= No there is correlation among competence managerial head school with teacher performance.

H₁= There is a correlation among competence managerial head school with teacher performance.

Value of = 0.05

sig. (2-tailed) → Hypothesis Statistics (H₀) ACCEPTED.

sig. (2-tailed) <→ Hypothesis Statistics (H₀) REJECTED.

Description:

Based on testing correlation obtained sig. = 0.029 and for teacher performance is obtained score opportunity sig. = 0.029.

Competence managerial $\rightarrow \text{sig.} = 0.029 < 0.05 \rightarrow H_0 \text{ REJECTED.}$
 Teacher Performance $\rightarrow \text{sig.} = 0.029 < 0.05 \rightarrow H_0 \text{ REJECTED.}$

Based on *Pearson* correlation performed with level significance 5% = 0.05 indicates there is correlation competence managerial head school to commitment.

Table 4. Frequency Teacher Performance

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Table 5. Commitment Statistics

Commitment

N	Valid	35
	Missing	0
Mean		22,0571
Median		23,0000
Std. Deviation		2,20884
Range		6,00
Minimum		19,00
Maximum		25,00

Table 6. Validation Commitment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 19,00	8	22.9	22.9	22.9
20.00	3	8.6	8.6	31.4
21.00	3	8.6	8.6	40.0
22.00	3	8.6	8.6	48.6
23.00	6	17.1	17.1	65.7

24.00	7	20.0	20.0	85.7
25.00	5	14.3	14.3	100.0
Total	35	100.0	100.0	

Table 7. Correlation Competence Managerial Teacher Performance

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Table 8. Statistics Descriptive Competence managerial Head School Against Teacher Performance

	mean	Std. Deviation	N
Competence managerial Head School	61.9429	8,38045	35
Teacher Performance	22.0571	2.20884	35

Based on table 8. that study as many as 35 teachers against head the school competence managerial show that head school has a mean of 61.9429 and std. deviation 8,38045. Whereas performance shows mean 22.0571 and std. deviation 2.20884.

Table 9. Correlation Competence managerial Head School Against Teacher Performance

		Competence managerial Head School	Teacher Performance
Competence managerial Head School	Pearson Correlation	1	,370 *
	Sig. (2-tailed)		0.029
	N	35	35
Kinerja Guru	Pearson Correlation	,370*	1
	Sig. (2-tailed)	,029	
	N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

Researcher test correlation competence managerial head school with testing *pearson correlation* with results as following.

H₀= No there is correlation Among competence managerial head school with teacher performance.

H₁= There is a correlation Among competence managerial head school with teacher performance.

Value of = 0.05

sig. (2-tailed) → Hypothesis Statistics (H₀) ACCEPTED.

sig. (2-tailed) < → Hypothesis Statistics (H₀) REJECTED.

Description:

Based on testing correlation obtained sig. = 0.029 and for teacher performance is obtained score opportunity sig. = 0.029.

Competence managerial → sig. = 0.029 < 0.05 → H₀ REJECTED.

Teacher Performance → sig. = 0.029 < 0.05 → H₀ REJECTED.

Based on *Pearson* correlation performed with level significance 5% = 0.05 indicates there is correlation competence managerial head school to teacher performance.

Table 10. Managerial Competence Correlation and Work Motivation

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
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Table 11. Principal Managerial Competence Statistics and Work Motivation

	mean	Std. Deviation	N
Competence managerial Head School	61.9429	8,38045	35
Work Motivation	4.2571	,70054	35

Based on table 11. that study as many as 35 teachers against head the school competence managerial show that head school has a mean of 61.9429 and std. deviation 8,38045. Whereas motivation work shows mean 4.2571 and std. deviation 0.70054.

Table 12. Correlation Competence managerial Head School and Work Motivation

		Competence managerial Head School	Motivation work
Competence managerial Head School	Pearson Correlation	1	,338 *
	Sig. (2-tailed)		,047
	N	35	35
Work Motivation	Pearson Correlation	,338*	1
	Sig. (2-tailed)	,047	
	N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

Researcher test correlation competence managerial head school with testing *pearson correlation* with results as following.

H₀= No there is correlation among competence managerial head school with teacher performance.

H₁= There is a correlation among competence managerial head school with teacher performance.

Value of = 0.05

sig. (2-tailed) → Hypothesis Statistics (H₀) ACCEPTED.

sig. (2-tailed) ↔ Hypothesis Statistics (H₀) REJECTED.

Description:

Based on testing correlation obtained sig. = 0.047 and for teacher performance is obtained score opportunity sig. = 0.047.

Competence managerial → sig. = 0.047 < 0.05 → H₀ REJECTED.

Teacher Performance → sig. = 0.047 < 0.05 → H₀ REJECTED.

Based on *Pearson* correlation performed with level significance 5% = 0.05 indicates there is correlation competence managerial head school to motivation work.

Table 13. Managerial Competence and Discipline Correlation

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Table 14. Statistics Descriptive Competence managerial Head School and Discipline Work

	mean	Std. Deviation	N
Competence managerial Head School	61.9429	8,38045	35
Discipline Work	4.4286	,73907	35

Based on table 14. that study as many as 35 teachers against head the school competence managerial show that head school has a mean of 61.9429 and std. deviation 8,38045. Whereas motivation work shows mean 4.4286 and std. deviation 0.73907.

Table 15. Correlation Descriptive Competence managerial Head School and Discipline Work

	Competence managerial Head School	Discipline Work
Competence managerial Head School	Pearson Correlation	1
	Sig. (2-tailed)	-,024
	N	,889
Disiplin Kerja	Pearson Correlation	1
	Sig. (2-tailed)	-,024
	N	,889
		35
		35

Researcher test correlation competence managerial head school with testing *pearson correlation* with results as following.

H₀= No there is correlation among competence managerial head school with teacher performance.

H₁= There is a correlation among competence managerial head school with teacher performance.

Value of = 0.05

sig. (2-tailed) → Hypothesis Statistics (H₀) ACCEPTED.

sig. (2-tailed) < → Hypothesis Statistics (H₀) REJECTED.

Description:

Based on testing correlation obtained sig. = 0.889 and for teacher discipline is obtained score opportunity sig. = 0.889.

Competence managerial → sig. = 0.889 > 0.05 → H₀ ACCEPTED.

Teacher Performance → sig. = 0.889 > 0.05 → H₀ ACCEPTED.

Based on *Pearson* correlation performed with level significance 5% = 0.05 indicates no there is correlation competence managerial head school to discipline work.

Table 16. Correlation Competence managerial Head School and Responsibilities

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

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Table 17. Statistics Descriptive Competence managerial Head School and Responsibilities

	mean	Std. Deviation	N
Competence managerial Head School	61.9429	8,38045	35
Responsibility	4.4571	,70054	35

Based on table 17. that study as many as 35 teachers against head the school competence managerial show that head school has a mean of 61.9429 and std. deviation 8,38045. Whereas motivation work shows mean 4.4571 and std. deviation 0.70054.

Table 18. Correlation Competence managerial Head Schools And Responsibilities

		Competence managerial Head School	Responsibility
Competence managerial Head School	Pearson Correlation	1	,340 *
	Sig. (2-tailed)		0.046
	N	35	35
Tanggung Jawab	Pearson Correlation	,340*	1
	Sig. (2-tailed)	,046	
	N	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

Researcher test correlation competence managerial head school with testing *pearson correlation* with results as following.

H₀= No there is correlation among competence managerial head school with teacher performance.

H₁= There is a correlation among competence managerial head school with teacher performance.

Value of = 0.05

sig. (2-tailed) → Hypothesis Statistics (H₀) ACCEPTED.

sig. (2-tailed) <→ Hypothesis Statistics (H₀) REJECTED.

Description:

Based on testing correlation obtained sig. = 0.046 and for teacher discipline is obtained score opportunity sig. = 0.046.

Competence managerial \rightarrow sig. = 0.046 < 0.05 \rightarrow H₀ REJECTED.

Teacher Performance \rightarrow sig. = 0.046 < 0.05 \rightarrow H₀ REJECTED.

Based on *Pearson* correlation performed with level significance 5% = 0.05 indicates there is correlation competence managerial head school to not quite enough answer.

Table 19. Correlation Ability managerial Head Schools and Competencies Teach

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
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	Elapsed Time	00:00:00,00

Table 20. Statistics Descriptive Competence managerial Head Schools and Competencies Teach

	mean	Std. Deviation	N
Competence managerial Head School	61.9429	8,38045	35
Competence Teach	4.4571	,65722	35

Based on table 20. that study as many as 35 teachers against head the school competence managerial show that head school has a mean of 61.9429 and std. deviation 8,38045. Whereas competence teach shows mean 4.4571 and std. deviation 0.65722.

Table 21. Correlation Competence managerial Head Schools and Competencies Teach

		Competence managerial Head School	Competence Teach
Competence managerial Head School	Pearson Correlation	1	,256
	Sig. (2-tailed)		,138
	N	35	35
Competence Teach	Pearson Correlation	,256	1
	Sig. (2-tailed)	,138	
	N	35	35

Researcher test correlation competence managerial head school with testing *pearson correlation* with results as following.

H₀= No there is correlation among competence managerial head school with teacher performance.

H₁= There is a correlation among competence managerial head school with teacher performance.

Value of = 0.05

sig. (2-tailed) → Hypothesis Statistics (H₀) ACCEPTED.

sig. (2-tailed) < → Hypothesis Statistics (H₀) REJECTED.

Description:

Based on testing correlation obtained sig. = 0.138 and for competence teach obtained score opportunity sig. = 0.138.

Competence managerial → sig. = 0.138 > 0.05 → H₀ ACCEPTED.

Competence Teach → sig. = 0.138 > 0.05 → H₀ ACCEPTED.

Based on *Pearson* correlation performed with level significance 5% = 0.05 indicates no there is correlation competence managerial head school to competence teach.

Table 22. Correlation Competence managerial Head School Against Motivation, Responsibility, Discipline, and Commitment

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Motivation Managerial Competence Tanggungjawab Disiplin Kompetensi Komitmen /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Table 23. Statistics Descriptive Competence managerial Head School Against Motivation, Responsibility, Discipline, and Commitment

	mean	Std. Deviation	N
Competence managerial Head School	61.9429	8,38045	35
Motivation work	4.2571	,70054	35
Responsibility	4.4571	,70054	35
Discipline Work	4.4286	,73907	35
Competence Teach	4.4571	,65722	35
Commitment	4.4571	,65722	35

Table 24. Correlation Competence managerial Head School Against Motivation, Responsibility, Discipline, and Commitment

		Competence managerial Head School	Motivation work	Responsibility
Competence managerial Head School	Pearson Correlation	1	,338 *	,340 *
	Sig. (2-tailed)		0.047	0.046
	N	35	35	35
Motivation work	Pearson Correlation	,338 *	1	,473 **
	Sig. (2-tailed)	0.047		,004
	N	35	35	35
Responsibility	Pearson Correlation	,340 *	,473 **	1
	Sig. (2-tailed)	0.046	,004	
	N	35	35	35
Discipline Work	Pearson Correlation	-,024	,292	,633 **

	Sig. (2-tailed)	,889	,089	,000
	N	35	35	35
Kompetensi Mengajar	Pearson Correlation	,256	,376*	-,020
	Sig. (2-tailed)	,138	,026	,909
	N	35	35	35
Komitmen	Pearson Correlation	,293	,312	-,020
	Sig. (2-tailed)	,087	,068	,909
	N	35	35	35

Researcher test correlation competence managerial head school with testing *pearson correlation* with results as following.

H₀= No there is correlation among competence managerial head school with teacher performance.

H₁= There is a correlation among competence managerial head school with teacher performance.

Value of = 0.05

sig. (2-tailed) → Hypothesis Statistics (H₀) ACCEPTED.

sig. (2-tailed) < → Hypothesis Statistics (H₀) REJECTED.

Description:

Competence managerial → Motivation Work → sig. = 0.047 < 0.05 → H₀ REJECTED.

Competence managerial → Responsibility sig →. = 0.046 < 0.05 → H₀ REJECTED.

Motivation Work → Competence managerial → sig. = 0.047 < 0.05 → H₀ REJECTED.

Motivation Work → Responsibility sig →. = 0.004 < 0.05 → H₀ REJECTED.

Responsibility → Competence managerial → sig. = 0.046 < 0.05 → H₀ REJECTED.

Responsibility → Motivation Work → sig. = 0.004 < 0.05 → H₀ REJECTED.

Discipline → Competence managerial → sig. = 0.889 > 0.05 → H₀ ACCEPTED.

Discipline → Motivation Work → sig. = 0.089 > 0.05 → H₀ ACCEPTED.

Discipline → Responsibility sig →. = 0.00 < 0.05 → H₀ REJECTED.

Competence Teach → Competence managerial → sig. = 0.138 > 0.05 → H₀ ACCEPTED.

Competence Teach → Motivation Work → sig. = 0.026 < 0.05 → H₀ REJECTED.

Competence Teach → Responsibility sig →. = 0.909 > 0.05 → H₀ RECEIVED..

Commitment → Competence managerial → sig. = 0.087 > 0.05 → H₀ ACCEPTED.

Commitment → Motivation Work → sig. = 0.068 > 0.05 → H₀ ACCEPTED.

Commitment → Responsibility sig →. = 0.908 > 0.05 → H₀ ACCEPTED.

Table 25. Correlation

		Discipline Work	Competence Teach	Commitment
Competence managerial Head School	Pearson Correlation	-,024	,256	,293
	Sig. (2-tailed)	,889	,138	,087
	N	35	35	35
Motivation work	Pearson Correlation	,292	,376 *	,312
	Sig. (2-tailed)	,089	,026	,068

	N	35	35	35
Responsibility	Pearson Correlation	,633 **	-,020	-,020
	Sig. (2-tailed)	,000	,909	,909
	N	35	35	35
Discipline Work	Pearson Correlation	1	-,052	,009
	Sig. (2-tailed)		,767	,961
	N	35	35	35
Teaching Competence	Pearson Correlation	-,052	1	,591 **
	Sig. (2-tailed)	,767		,000
	N	35	35	35
Commitment	Pearson Correlation	,009	,591 **	1
	Sig. (2-tailed)	,961	,000	
	N	35	35	35

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

3.2 Discussion

a. Head School

Leadership head school have various meanings in accordance with background behind from giver understanding. However thereby could understood leadership as something activity influence others to To do something profession as directed for reach destination organization. So head school is a man normal given Duty for lead something schools where there is a learning process teach in it (Julaiha, 2019).

Head school have role important and everything something at school (Minsih et al., 2019). Head school is a functional teacher given Duty for lead something school where organized learning process teach or the place where occur interaction between teachers who give lessons and students who receive them lesson (The tapestry et al., 2018). Head school as leader education at school must have appearance or performance good leadership, performance this is activity management source power organization for reach destination organization. Destination performance is adapt hope individual performance with destination organization , suitability Among effort achievement destination individual with destination organization will capable realize good performance (Nurussalami, 2015) .

In doing ability head school have four function management that is planning , organizing, mobilizing and controlling (Meidina et al., 2020) . As for competence head school is set knowledge, skills, and behaviors that are owned, lived, mastered, and realized in doing his job. Based on Ministerial Regulation Number 13 of 2017 is stated that Competencies that must be owned head school is competence personality, competence managerial, competence entrepreneurship, competence supervision and competence social (Herdiyana & Rohendi, 2021) .

b. Competence Managerial

Management is very important thing in all field life . With management , performance a organization could walk with maximum , as well as institution education . Management is part important from a organization for arrange all related things with life organization . In essence management is a process of planning , organizing , executing , leading, and controlling members ' efforts organization (Sholeh, 2016) . Murniati and Usman (2009) argue that management is activity arrange various source power , good man

as well as materials, in skeleton To do various activity something organization for reach destination optimally (Jafar et al., 2018) . Whereas competence meant as the fundamental characteristics of a person who works by effective for produce work (Rahmawati, 2008) . Competence is all knowledge , skills , values , and attitudes necessary basis owned head reflected school in habit think and act in a dynamic , growing , and able to achieved and implemented every time .

Competence managerial head school concerning very broad aspect start from arrange planning school, develop organization school, empowering source power school until doing supervision to implementation activity school in accordance standard applicable supervision (Mirawati et al., 2016) .

c. Teacher Performance

Teacher is responsible doing activity education at school in the sense of giving guidance and teaching to student (Helmi, 2015). Teacher as power educator is the most decisive component, because in hand teacher curriculum, resources learning, facilities and infrastructure, and climate learning Becomes something meaningful for life participant educate (Pandipa, 2019). According to Obilade teacher performance can depicted as tasks performed by a teacher in the period certain in system school for reach destination organization. Teacher performance can influenced by various factor . Evaluation performance a teacher is part most important from the whole process of the teacher's performance concerned (Susanto, 2012) . Sometimes factor teacher performance can originated from self alone in the form of still low motivation work , knowledge , and insight . Can also come from from outside in the form of colleague work , leadership , and the environment around the place work . Leadership head school is also very influential to teacher performance , because head school is a person who regulates , influences , and gives motivation to teacher performance (Muspawi, 2021) . Good teacher performance is implementation from the plans that have been set , implementation performance carried out by teachers who have skills , experience , sincerity , competence , motivation , responsibility responsibility and interest in reach destination (Lailatussaadah, 2015) . As for performance someone (including a teacher) according to Uno & Lamatengo (2012) can be measured through five indicators following:

1. Quality work. Indicator this related with quality teacher work in dominate all something related with preparation learning program planning and implementation results study in classroom learning.
2. Speed / determination work. Indicator this related with accuracy teacher work in adapt jar material with characteristics possessed participant teaching and completion of teaching programs in accordance with calendar academic.
3. Initiative in work. Indicators this related by teacher initiative in the use of varied learning models accordingly material lessons and uses various inventory school by wise.
4. Ability work. Indicator this related with teacher's ability in lead state class to stay conducive, management activity study teaching, and assessment results study participant educate.
5. Communication. Indicator this related with communication done by the teacher in the service process guidance study with less students capable ikti learning and open in accept input for repair learning (Koswara & Rasto, 2016).

From the resulting research that existence correlation competence managerial head school to teacher performance. This thing show that competence managerial head school is very important because support from the teacher.

IV. Conclusion

Education is effort by aware in To do study and learning. Achieved destination depends from teacher quality in To do activity study teach, so present a name that is teacher performance. This teacher's performance could depicted as tasks performed by a teacher in the period certain in system school for reach destination organization. The teacher 's performance depends on competence management a head his school.

As for the results study show as following:

That there is correlation competence managerial head school to commitment, there is correlation competence managerial head school to teacher performance, there are correlation competence managerial head school to motivation work, no there is correlation competence managerial head school to discipline work, there correlation competence managerial head school to not quite enough answer, and no there is correlation competence managerial head school to competence teach.

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