Strengthening of Human Resources Quality and in Managerial Capacity Teacher Competence Improvement in Labuhan Batu Selatan District

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Abstract

Student Worksheet (LKPD) is a supporting tool as a tool to A teacher who takes a student-to-student approach also requires expertise in leading a class so that a learning process is created in accordance with existing rules. This is called the quality of human resources and managerial abilities. The type of research used in this research is quantitative research. The population in this study was 3094 people and the sample used was selected using the slovin formula with a total of 100 people. The data analysis method used in this study is component or variance based structural equation modeling where the data processing uses Partial Least Square (Smart-PLS) version 3.0. The results of the study stated that the quality of human resources obtained a T-statistic value of 3.338> 1.96 with a P-value of 0.001. This means that the quality of human resources has a significant effect on competence, or H1 is accepted. Then managerial ability obtains a T-statistic value of 4.559 <1.96 with a P-value of 0.210. This means that managerial ability has a significant effect on competence, or H2 is accepted.

I. Introduction

Competence in the world of education is needed to support school performance. Competence plays a role in shaping the character and leadership style of a teacher, according to (Yuliawati & Enas, 2018)that educational goals that have been set jointly by school members require effective conditions, one of which is seen from competence. Competence in the world of education according to (Farla et al., 2021)teachers is required to have competence in producing graduates. According to competence, (Tabi'in, 2016)it is a combination of personal, scientific, technological, social and spiritual abilities that really form teacher competence.

Phenomena regarding the world of education, especially regarding teacher competence, have been thoroughly discussed by academic experts in order to find solutions to increase teacher competence. According to (Mainuddin, 2020)the teacher, it is the component that most determines the education system as a whole, which must receive central attention, especially the nation and state. The need for extra high attention is evident from the data below:

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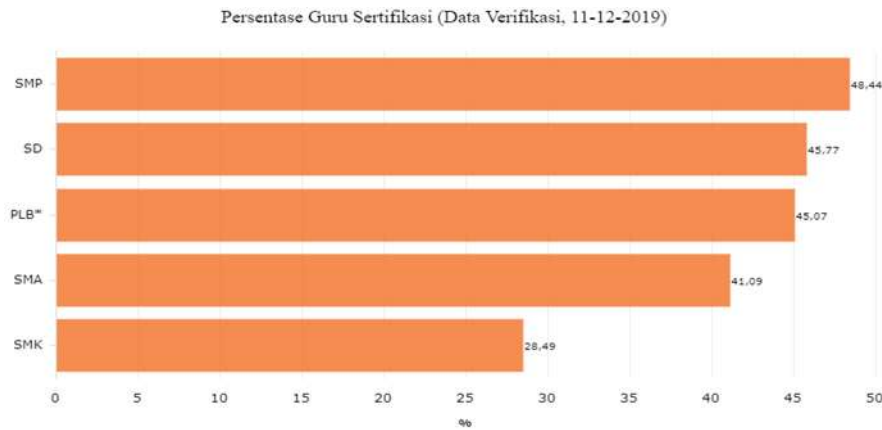
Source:(Kemendikbud, 2019)
Figure 1. *Percentage of Certified Teachers in 2019*

Based on Figure 1 above, it shows that the number of certified teachers until 2019 has not reached 50% overall, but teachers at the junior high school level dominate teacher certification, reaching 48.44% compared to the education levels at SD, SMA and SMK. Through this data it becomes the basis for strengthening the research phenomenon that the number of certified teachers is not evenly distributed, indicating that the competence of teachers throughout Indonesia still needs to be improved. Furthermore, from other supporting data, it was found that teacher competence is closely related to indicators that support the achievement of teacher competence. Through the data below, a description of the teacher competencies that should be achieved can be seen:

Source: (Jayani, 2020).
Figure 2. *Need for Teacher Capacity Building*

The data above shows that increasing the capacity of teachers during the pandemic is a common concern, including the central government, so that the learning process is carried out online. Through this observational data to strengthen the research phenomenon so that teachers increase teacher capacity, this means that capacity is closely related to teacher competence. Including various literatures, it shows that research has (: MUKLIS, 2019)found that teacher competence is still lacking at this time, so that improvements and attention are needed by all parties so that Indonesian education is more advanced.

Thus the problem of teacher competence is closely related to the quality of Human Resources, as according to (Djuwarijah, 2008)explains that in the role of the quality of human resources in schools is so important in maintaining the competence of a teacher and maximizing the resulting performance. According to (Umami & Darma, 2021)stated that

teacher problems are in the public spotlight regarding the competence and quality of a teacher which until now has not been well programmed.

So that it is proven that increasing the competence of a teacher is created because of strengthening the quality of Human Resources in an available scope, besides that according to (Barkah, 2014) based on UUGD 14/2005 article 8 and Permendiknas No.13 of 2007 concerning competency standards the school principal has four things that must be fulfilled, namely: pedagogic competence, professionalism, personal and social competence. Based on this statement, the role of the school principal is also very important because it can provide direct support or responsibility for teachers to continue to innovate to create healthy, comfortable, creative and innovative learning spaces. Thus the management owned by the principal is also indirectly embedded in the teacher to regulate and develop a good class system.

In other words, managerial abilities must not only be possessed by the principal, but a teacher must also be owned by a teacher, according to (Siti Zulaikha, 2011) states that managerial ability is closely related to the right leadership style, because leadership is an interaction between humans directly or indirectly or intermediary. Therefore, a teacher who takes a student relationship approach also requires expertise in leading a class so that a learning process is created in accordance with existing rules.

II. Review of Literature

2.1 Quality of Human Resources
According to (Leuhery, 2018) human resources have a very large contribution in a group to achieve the goals that have been set. Human resources are also the key to the movement of an organization. Therefore, in order to achieve the goal of establishing an organization or institution requires quality human resources.

Human resources that can be said to be qualified if they have the ability to create or produce an idea or thought that is creative and innovative, has the ability to think and broad insight, and has the ability to find the right solution to a problem and there will be risks that will be faced later. The indicators of the quality of human resources are as follows:
a) Intellectual qualities include knowledge and skills
b) Education
c) Understand the field
d) Ability
e) Spirit at work
f) Organizing planning ability

2.2 Managerial
According to (Silvi, 2000) which was successfully taken from the opinion of J.David Hunger & Thomas L.Wheelen (2001:452) and Paul Hersy in Wahjosumidjo (2003:99) states that managerial ability is a skill possessed by someone in utilizing available resources to achieve its goals exactly. Managerial abilities possessed by a person are very useful for movements that will be carried out in the future, every step taken has careful calculations and considerations so that the goals to be achieved can be carried out regularly and precisely. The several indicators in managerial, as follows:
a) Planning
b) Organizing
c) Actuating
d) Supervision (Controlling)

2.3 Competence

According to (Fabiana Meijon Fadul, 2019) based on a quote from the National Professional Certification Agency & Ahmad (2009) states that competence is a person's ability to master and apply knowledge, expertise and skills possessed to continue to develop the performance being carried out.

In his time, a person's competence will appear over time based on the effort he has made to get the added value that is in him. The indicators in teacher competence are:

a) Be noble
b) Develop culture and traditions
c) Be an example
d) Carry out main duties and functions with honesty, sincerity, commitment and integrity

2.4 Framework of thinking

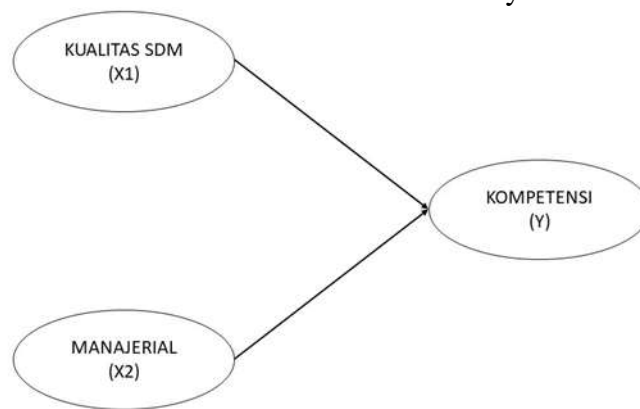The framework that the author describes in this study is as shown below :

Figure 3 .*Thinking Framework*

2.5 Hypothesis

"The hypothesis is a temporary answer to a problem formulation that has been made" Sugiyono (2017). The hypothesis itself is a theoretical answer to the problem formulation that has not yet found an accurate answer. The results of the hypothesis in the form of acceptance and rejection were found based on the research conducted. Therefore, the hypothesis is a temporary theory and its truth has not been tested. Based on the theoretical basis, the research hypothesis is:

H1: There is a positive influence between the quality of Human Resources and teacher competence

H2: There is a positive influence between managerial and teacher competence

III. Research Method

3.1 Types of research

The type of research used in this research is quantitative research. Quantitative research method is a type of research whose specifications are systematic, planned and well structured from the beginning to the final results of the research. According to (Priadana & Sunarsi, 2021) that quantitative research is research that provides research focus points that are numerical in nature and analyzes an approach based on the causes and effects of several related variables.

3.2 Population and sample

According to (Soendari, 2015) "Determining the population and research sample is an important step in research, because research results will generally draw accurate and quality conclusions." Population is the whole of the data collection that is generally researched from a study. Meanwhile, according to (Soendari, 2015) , a sample is a form of data that will be collected specifically based on a portion of the subject area determined by the specified population.

Based on this theory, the recorded population of teachers is 3,904 teachers. Based on the calculation of the slovin formula with a margin of error (e) set at 10%. With the terms and explanation of the following formula:

The Slovin formula

$$n = \frac{N}{1+N.e^2}$$

information :
n : Sample
N : Population
e : Margin Error (tolerable margin of error in the sample)

Sample completion :
n: $N/(1+N.e^2)$
n: $3904/(1+3904.(10\%^2))$
n: 3904/(1+(3904.0.01))
n: 3904/(40,04)
n: 97,50

With this formula, the number of samples used in this study was 97.50 and this was completed to 100 respondents/teachers in South Labuhanbatu District.

3.3 Data source

In this study, the data sources used are primary data and secondary data. Primary data obtained through the results of the questionnaire given to respondents. While secondary data was obtained through a survey collecting journals, books, articles and internet media as a support for this research. The data will be used as a literature study and reference in establishing the theoretical basis of this research.

3.4 Data source

Method analysis data Which used in study This is components or variance based structural equation modeling which is in processing the data uses the Partial Least Square program (Smart -PLS) version 3.0. PLS is intended for casual-predictive analysis in situations of complexity high and low theoretical support (Ghozali, 2018)

IV. Result and Discussion

4.1 Profile Respondents

Below is the profile of the respondent which is described in the table.

Table 1. Respondent Profile

Profile	Description	frequency	Percentages
Gender	Man	34	34.0%
	Woman	66	66.0%
Years of service	<5 years	41	42.0%
	5-10 years	43	43.0%
	>10 years	16	16.0%
School level	Senior High School	33	33.0%
	Junior high school	42	42.0%
	Elementary school	25	25.0%

Source: Research Data, 2022

The table above shows that the respondents consisted of 34 men (34%) and 66 women (66%). Then 41 people <5 years of teaching (41%), 43 people between 5-10 years of teaching (43%) and 16 people >10 years of teaching (16%). Furthermore, 33 people teach at the senior high school level (33%), 42 people teach at the junior high school level (42%) and 25 people teach at the elementary level (25%).

4.2 Assessing Outer Model

Outer Model is a specification of the relationship between indicators or parameters which is estimated with latent variables (measurement models). There are three fun criteria in evaluate A outer model Which inside it that is There is *convergent validity* , *discriminant validity* , and *composite reliability* or *cronbach alpha* . Following This is results from outer model:

a. Convergent validity

1). Outer loading

Outer Loading is a table that contains a loading factor to show big mark correlation between indicator with variable latent. In test *convergent validity* can using *outer loadings* . Something indicator can said to meet the requirements of *convergent validity* in a good category, if results in *outer loadings* greater than 0.7, but still can is said to be accepted if the value is 0.5 to 0.6. Following are the *outer values loadings* from each indicator Which there is on variable study This:

Table 2. Outer Loading

	HR Quality	Managerial Ability	Teacher Competency
X1.1	0.816		
X1.2	0.820		
X1.3	0.764		
X1.4	0.867		
X1.5	0.836		
X1.6	0.782		
X2.1		0.807	
X2.2		0.789	
X2.3		0.818	

Y. 1			**0.888**
Y.2			**0.736**
Y.3			**0.844**
Y.4			**0.822**
Y.5			**0.836**
Y.6			**0.873**
Y.7			**0.833**
Y. 8			**0.796**
Y.9			**0.877**
Y.10			**0.796**

Source : SEM-PLS, 2022.

Based on the table above, it is known for the overall loading value of eacheach reflex construct has a loading value of > 0.7. Related so, model stated has fulfil criteria *convergent validity* Good.

1) *Average Variances Extracted* (AVE)

Average Variances Extracted (AVE) is method For evaluate discriminant validity For every construct And variable latent. *Discriminant validity*can be done by comparing the value of the *square root of average variance extracted* (AVE) on each variable in model. Something model declared good if obtained if obtaining a greater AVE value correlation construct others. Base taking decision in study This, variable declared good if obtaining an AVE value of not less than 0.5 (Abdillah, W. and Hartono, 2015) . Following results testing *discriminant* inner *validity* study This:

Table 3. Discriminant Variable

	Average Variances Extracted (AVE)
HR Quality	**0.681**
Managerial Ability	**0.640**
Teacher Competency	**0.705**

Source : SEM-PLS, 2022.

Based on the table above, it is known that for the variable X1obtain mark AVE as big 0.681, variable X2 obtain markAVE of 0.640, variable Y obtains an AVE value of 0.705. Related to this, it is known that each of them obtains an AVE value of more than 0.5 where indicator can explained more from 50% or more, so that model can done testing more carry on.

b. Discriminant Validity
1) *Cross Loadings*

Cross loading is another method to find out discriminate validity, ie with see mark *cross loadings* , can predicted indicator in construct latent on block they more big value in comparison with indicatorin block other Which own mark most big on variable Which has formation compared with variable Which other.

Table 4. Cross loading

	HR Quality	Managerial Ability	Teacher Competency
X1.1	0.670	0.687	**0.800**
X1.2	0.677	0.678	**0.851**
X1.3	0.614	0.698	**0.856**
X1.4	0.714	0.728	**0.914**
X1.5	0.726	0.699	**0.896**
X1.6	0.689	0.665	**0.838**
X2.1	0.609	0.647	**0.813**
X2.2	**0.805**	0.853	0.634
X2.3	**0.834**	0.682	0.640
Y. 1	**0.841**	0.673	0.641
Y.2	**0.835**	0.734	0.628
Y.3	**0.857**	0.677	0.633
Y.4	**0.850**	0.681	0.668
Y.5	**0.797**	0.678	0.712
Y.6	**0.816**	0.677	0.669
Y.7	**0.820**	0.677	0.625
Y. 8	**0.764**	0.681	0.663
Y.9	**0.867**	0.678	0.703
Y.10	0.670	0.687	**0.800**

Source : SEM-PLS, 2022.

Based on the table above, stated that indicators Which has been used in study This has own mark discriminant validity the good one.

2) Fornell-Lacker Criterions

Fornell-Lacker Criterions is A method Which used For compares the square root value of the *Average Variance Extracted* (AVE) each construct with correlation between construct other in model. Average Variances Extracted (AVE) can used For test discriminant validity, with method compares the square root of *Average Variance Extracted* $\sqrt{(AVE)}$ to each construct with a correlation between constructs with other constructs in model. If the AVE for each construct is greater than at correlation between construct And construct other, so model have discriminant validity Which Good.

Table 5. Fornell-Lacker Criterions

	HR Quality	Managerial Ability	Teacher Competency
HR Quality	0.811	0.875	
Managerial Ability	0.839	0.853	0.840
Teacher Competency	0.867	0.800	0.785

Source : SEM-PLS, 2022.

Based on table in on, can concluded that root square from average variance extracted ($\sqrt{AVE}$) for each construct is greater than the correlation between one construct and another construct in the model. From the AVE value, so construct in model Which estimated fulfil criteria *discriminant validity.*

c. reliability

1) Composite reliability

Following results testing *composite reliability* in research This:

Table 6. Composite reliability

	Composite reliability
HR Quality	0.968
Managerial Ability	0.947
Competence	0.943

Source : SEM-PLS, 2022.

Based on table on, is known that variable X1 obtained a *composite reliability value* of 0.968, variable X2 obtain mark *composite reliability* as big 0.947, variable Y obtain mark *composite reliability* as big 0.943. Related to this, can it is known that each variable obtains a value greater than 0.60 so stated all variable can reliable.

2) Cronbach Alpha

Cronbach Alpha can interpreted as part Which used For test something mark reliability from indicators on something construct. This construct can be said to be reliable or has fulfilled *cronbach alpha* ifmark *cronbach's alpha* > 0.7 (Abdillah, W. and Hartono, 2015).

Table 7. Cronbach Alpha

	Cronbach's Alpha
HR Quality	0.964
Managerial Ability	0.937
Teacher Competency	0.930

Source : SEM-PLS, 2022.

Based on table in on, is known that construct X1 obtain mark *cronbach alpha* as big 0.964, construct X2 obtain mark *cronbach's alpha* as big 0.937, construct Y obtain mark *cronbach's alpha* as big 0.930. Based on the results that have been obtained, can concluded that mark all construct own reliability WhichAlready Good.

4.3 Test InnerModel

inner test model in this study, namely *R-square,* is a value that shows how big the variable is independent (exogenous) influence variable dependent (endogenous). Mark change *R Square* can used know influence from variable independent on the dependent variable. Following the results of the *R Square value* in the study This:

Table 8. R Square

	R Square	R Square adjusted
HR Quality	0.876	0.869
Managerial Ability	0.763	0.753

Source : SEM-PLS, 2022.

Based on table in on, obtained mark *R Square* For equality 1 as big 0.763 or 76.3%, while equation 2 is 0.876 or 87.6%. This means that the results of testing the structural model obtained a value *R-Square* in category tall.

4.4 Bootstrapping (Test hypothesis)

Bootstrapping is a process within Smart PLS for assessing levels the significance or probability of the *direct effects* , *indirect effects* , and *total effects* . *Bootstrapping* aims to be used as a iterative sampling method (*resampling*) with method change data from sample Which has obtained. The following are the results of the partial test in study This:
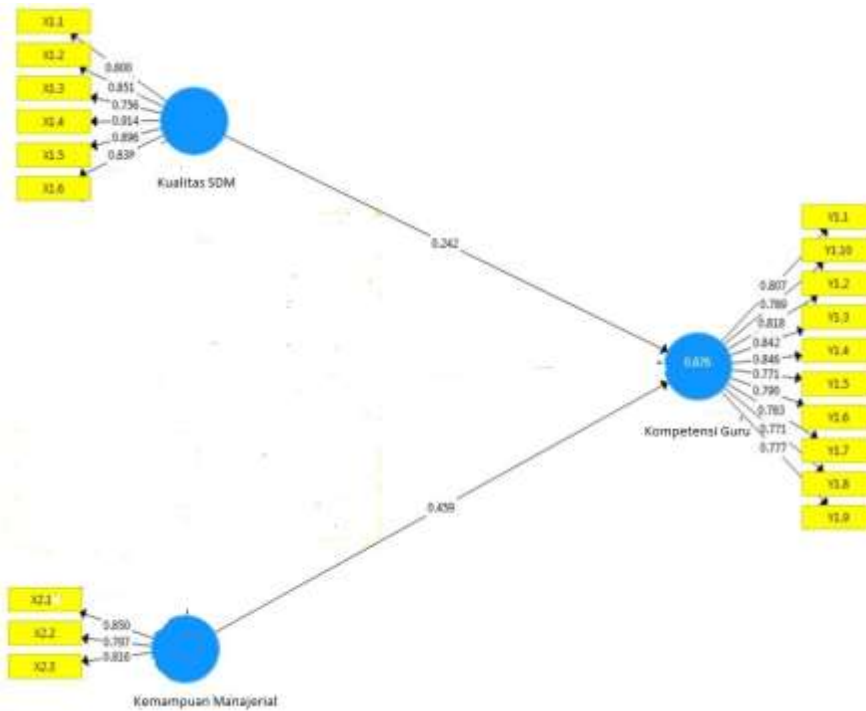

Figure 1. *Bootstrapping Result Construct*

Furthermore, testing the hypothesis using the criterion of 1.96, which is declared influential if you get a T-statistic value of more than 1.96. The test results can be seen in the following table.

Table 9. Path Coefficients (Bootstrapping)

	Original sample (O)	sample Means (M)	Standardd Deviation (STDEV)	T Statistics (|O/STDE V|)	P Values
HR Quality	0.459	0.488	0.137	3,338	**0.001**
Managerial Ability	0.705	0.712	0.155	4,559	**0.000**

Source : SEM-PLS, 2022.

Based on table in on, can explained as follows:
a. HR quality variable obtained a T-statistic value of 3.338 > 1.96 with mark P-values as big 0.037. It means HR quality influential significant to competence , or H 1 accepted.
b. managerial ability variable obtained a T-statistic value of 4.559 <1.96 with a P-value of 0.210. This means that managerial ability has an effect significant to competence , or H 2 accepted.

4.5 Discussion

Based on the results of hypothesis testing and other tests that have been carried out, it can be seen that the discussion of the research results is as follows.

H1: There is a positive influence between the quality of Human Resources and teacher competence

Results of hypothesis testing or *Bootstrapping test* it is known that the variable quality of human resources obtains a T-statistic value of 3.338 > 1.96 with mark P-values as big 0.0 01 . It means HR quality influential significant positive to teacher competency , or H 1 accepted. Then the results of the *R Square test* state that the value *R Square* For equality 1 as big0.763 or 76.3% teacher competence is influenced by the quality of human resources while the remaining 23.7% is influenced by other variables not included in this study. This is in line with Muhamad Sidi Nawawi's research (Nawawi, 2022) in which the result is that teacher certification can encourage good quality human resources which in the end has a positive effect on increasing teacher competence.

Meanwhile, according to (Supriati et al., 2018) teacher certification is also a procedure for determining whether or not a teacher is appropriate to carry out his teaching license and authority. This is necessary because institutional teacher training graduates vary widely, both among public and private universities. Based on the test from (Supriati et al., 2018) according to Mulyasa's 2007 research explaining that teacher certification is used for recognition and competency improvement in accordance with the chosen profession. This certification is also proof of teacher recognition of meeting professional teacher performance standards at certain types and levels of education.

According to (Rosdiawati, 2015) Education is a very important human need in preparing quality and quality human resources for the development and progress of the nation and country. Humans have an obligation to assume responsibility for the development of themselves and others around them, so that as humans they must strive to advance knowledge and life experience so that they become quality individuals.

The quality of school performance will greatly depend on the quality of performance shown by a teacher. Apart from being required to be able to carry out the main obligation to provide quality and quality learning , professional teachers are also required to carry out *continuous professional development (CPD) improvements* . One of the manifestations of CPD is that the teacher carries out and implements a form of discussion and reflection activity as well as research activities as a professional teacher to improve educational practices which are the responsibility of a teacher. This is in line with research conducted by Elis Rosdiawti (Rosdiawati, 2015) .

H2: There is a positive influence between managerial and teacher competence

Results of hypothesis testing or *Bootstrapping test* it is known that the managerial ability variable obtains a T-statistic value of 4.559 <1.96 with a P-value of 0.210. This means that managerial ability has an effect significant to competence , or H 2 accepted . Then the results of the Suare R test stated that the value *R Square* For equality 1 0.876 or 87.6% teacher competence is influenced by managerial while 12.4% is influenced by other variables not included in this study. This is in line with research conducted by Siti Sopiah and Maman Herman (Sopiah & Herman, 2018) The Effect of Principal Managerial Ability and Teacher Work Culture on Teacher Competence. The results of testing the hypothesis show that the managerial ability of the principal has a positive effect on teacher competence, this means that the higher the managerial ability of the principal, the higher the competence of the teacher.

According to (Herman et al., 2022) based on research from Wahjosumidjo (2010). Principals as managers need 3 managerial skills, namely: conceptual skills, technical skills and relationship skills, so that with these skills they can shape the character of quality principals and can form quality teachers in educating the nation's children.

Meanwhile, according to (Safrul et al., 2021; Sulastri, 2021) managerial needs or abilities are: conceptual skills, human and social skills, and technical skills. In addition to madrasah skills and also the organizational climate affects teacher performance. In terms of improving teacher performance, the process also involves the managerial skills of school principals. This skill is something that the principal must master. Activities in this skill are generally in the form of planning, organizing, leadership, monitoring which fall into three essential categories, significantly if the principal will demonstrate his function in good regulation.

Based on a quote (Sulastri, 2021) which is in line with research conducted by Trimono (2019) and Lisnawati (2018) said that achieving school goals is not easy because the effectiveness of a leader is measured by organizational performance and growth and teacher satisfaction with his leadership. Therefore, leaders must influence their subordinates to carry out the tasks ordered without coercion so that subordinates will voluntarily behave and work in accordance with organizational demands.

Good managerial skills of school principals must be sought to improve teacher performance through capacity building programs for educational staff. Therefore, the principal must have the personality, ability and skills to manage educational institutions. In his role as a manager, the principal must be able to pay attention to the needs and feelings of the people who work so that the teacher's performance is maintained consistently.

V. Conclusion

Based on data analysis, it was found that the quality of human resources obtained a T-statistic value of 3.338 > 1.96 with mark P-values as big 0.0 01. It means HR quality influential significant to competence, or H 1 accepted. Then managerial ability obtains a T-statistic value of 4.559 <1.96 with a P-value of 0.210. This means that managerial ability has an effect significant to competence, or H 2 accepted.

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