

The Importance of Principal's Managerial Ability and Motivation in Improving Teacher Performance: Case Study in Islamic Based High Schools in West Java, Indonesia

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This study discusses the influence of managerial ability and motivation on the performance of Islamic-based secondary school teachers in West Java. This research is Export Facto research. The instrument approves the data using a questionnaire. Samples were taken for 15% of the population of Islamic-based secondary schools in West Java spread across 24 districts/cities in West Java, 53 schools. The number of respondents was 176 teachers. This research was conducted using a survey method with a quantitative approach to test the research hypotheses. The results showed that both partially and simultaneously, the principal's managerial skills and work motivation affected the performance of teachers in Islamic-based schools in West Java.

Keywords: *Education, teacher, performance, motivation, managerial skill*

Introduction

The success of education is primarily determined by the quality of educators or teachers. Teacher performance is a very decisive factor for the quality of learning/teaching, which will have implications for the quality of education output after completing school. Teacher performance is influenced by many factors. According to Yani et al. (2015), factors affecting teacher performance consisted of school leadership, teacher interest, teacher attitudes, teacher motivation, teacher creativity, school culture, facilities or infrastructure, job satisfaction, achievement motivation, and compensation (Ybyrainzhanov et al., 2019).

Teacher performance is a performance or performance performed by teachers in carrying out their duties as educators (Suharsaputra, 2010). Teacher performance can be assessed from the aspect of essential abilities that must be possessed by a teacher known as "teacher competency" (Rahman et al., 2005). With regard to the competencies that professional teachers need to have, the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers article 8 and the Minister of National Education Regulation Number 13 of 2007 concerning Principal Performance Standards say that there are four competencies that must be possessed by teachers, namely: pedagogic, professional, personal (personal) competence, and social (social) competency (Murzinova et al., 2018).

The low performance of teachers will affect the implementation of the task, which in turn will also affect the achievement of educational goals; under these conditions, the principal plays a significant role. The principal is the most critical factor in improving the quality of education. The principal is the highest office of the school organisation and has a vital role in developing the school as an institution (Fitriati et al., 2014). Principals are leaders who influence subordinates to work to achieve goals and who set precedents, principals must have outstanding managerial skills. With their managerial abilities, the principal will be able to improve teacher performance (Djarmiko, 2006; Karweti, 2010; Manik & Bustomi, 2011; Septiana & Ivada, 2013; Darmada et al., 2013; Setiyani, 2014; Handayani & Rasyid, 2015; Paturusi, 2017; Wenno, 2017; Russo & Russo, 2019).

According to Abdullah et al. (2008), a vital role in schools is the principal's managerial ability. Principal's managerial competence is a set of technical skills in carrying out his duties as a school manager to utilise all available resources to achieve school goals effectively and efficiently (Akdon, 2002). In carrying out managerial performance, the principal has three types of skills. Paul Hersey in Wahjosumidjo (2003), states that in the framework of carrying out managerial tasks, at least three types of skills are needed, namely technical, human, and conceptual. The three managerial skills vary according to the level of managerial position in the organisation (Moosavinia & Kharrasi, 2018).

While Wildavsky in Danim (2002), argues that the minimum competency of a school principal is to have knowledge and skills in the field of school administration; human relations skills with staff, students and the community, and instructional and non-instructional technical skills. In the same vein, Kantz in Danim (2007) stated that there are three types of skills that should be owned by the principal, namely: (1) technical skills, which related to specific knowledge, methods, and techniques in completing assignments certain; (2) human skills, which show the ability of a manager in working with others effectively and efficiently; (3) conceptual skills, which related to the way the headmaster views the school, the relationship between the school and the structure above it and with social institutions, and the overall school work program.

The principal task of the principal is to manage the organisation of educational and learning activities in schools. Operationally, the primary tasks of the school include the actions of exploring and utilising all resources owned by the school in an integrated manner in the framework of achieving school goals effectively and efficiently. Thus, the principal is not just the executive staff of various supervisory policies, but as a professional leader who is fully responsible for running school management for the achievement of the quality of education in the school, he leads.

In addition to the principal's managerial ability, the high and low levels of teacher work motivation also significantly affect the performance that can be achieved by a teacher. Chung & Megginson in Gomes (2001), said that motivation is formulated as behaviour aimed at motivational goals related to the level of effort done by someone in pursuing a goal. Motivation is closely related to job satisfaction and job performance. Several research results prove that the level of motivation and work motivation of teachers is also very influential on their performance (Karweti, 2010; Dewi Pratiwi, 2013; Septiana & Ivada, 2013; Darmada et al., 2013; Setiyani, 2014).

A teacher can be said to have high work motivation if he is satisfied with his work, has the motivation, a sense of responsibility and enthusiasm. Motivation is the attitude or behaviour of a group of people to work together diligently and consistently in achieving goals with full responsibility and discipline so that work can be carried out efficiently and achieved the goal.

The teacher needs a special ability to be able to realise the quality of teaching to meet the students' needs. Senior High School is one of the levels of the education unit, has the main objective to improve the quality of human resources. From this point of view, the activity of achieving goals and school development will always be faced with dynamic variables that determine success or failure in the education industry. The efforts made in achieving and improving the quality of education at the high school level are greatly influenced by how the management and utilisation of school resources, especially existing human resources are run optimally so that the quality of the process and results of education can continue to be improved which will ultimately have an impact on enhancing the quality educational outputs and outcomes.

There are still many Islamic-based high school teachers in West Java that do not yet match their qualifications. One of the qualities of teacher performance is reflected in the learning achievements achieved by students, through the National Examination scores. Based on data from the West Java Provincial Education Office, out of 100 senior high schools with the highest UN scores, there are only 22 private schools with the remaining 5 Islamic based schools being State schools. This data shows that the quality of Islamic-based high school graduates is still

inferior compared to state schools. One of them is not yet optimal in the national examination, one of which is alleged because the teacher's performance is not optimal.

Based on the description above, the purpose of this study is to explore more about teacher performance, especially on the determinant factors that influence it. These factors will be focused on four factors that are assumed to have the most influence on teacher performance, namely managerial ability and work motivation.

Literature Review and Hypothesis

Principal's Managerial Ability

Akdon (2002), states that managerial ability is a set of technical skills in carrying out duties as a school manager to utilise all available resources to achieve school goals effectively and efficiently. In the framework of carrying out managerial tasks, at least three types of skills are needed, namely: technical, human and conceptual. The three managerial skills vary according to the level of managerial position in the organisation (Wahjosumidjo, 2003).

Robbins (2003), suggests that conceptual skills are "mental abilities to analyse and diagnose complicated situations". Wahjosumidjo (2003) explains that the principal's conceptual skills include: (1) analytical skills; (2) the ability to think rationally; (3) expert or proficient in various kinds of conceptions; (4) be able to analyse various events and understand various trends; (5) be able to anticipate orders; and, (6) be able to analyse social opportunities and problems.

According to Wahjosumidjo (2003), the principals' technical skills include (1) mastering knowledge of methods, processes, procedures and techniques for carrying out special activities; and (2) The ability to utilise the facilities, equipment needed to support specific activities.

Wahjosumidjo (2003), explains that the human skills of principals include: (1) ability to understand human behaviour and the process of cooperation; (2) ability to understand the hearts, attitudes and motives of others, why they say and behave; (3) ability to communicate effectively; (4) ability to create effective, cooperative, practical and diplomatic cooperation; and, (5) be able to behave in an acceptable manner.

Efforts to improve the quality of education in schools need to be supported by the Principal's managerial ability. School principals should strive to utilise both personal and material resources effectively to achieve the school educational goals.

Work Motivation

Etymologically, Winardi (2002: 1) explains the term motivation derived from Latin words, namely *movere*, which means to move. To be absorbed in English into motivation means giving a motive, giving rise to a motive or things that cause an impulse or circumstances. The term motivation has various meanings, both related to individual and organisational behaviour.

According to Sumantri (2001), motivation is usually used to show an understanding that involves three main components, namely (1) empowering human behaviour (energising); (2) giving direction to human behaviour (directing); (3) how the behaviour is maintained (sustaining). Campbell in Winardi (2002) states that motivation is related to (1) directing behaviour; (2) strength of reaction after an employee has decided the direction of specific actions; and, (3) behaviour persistence, or how long the person continues to carry out the behaviour in a certain way.

Chung and Megginson in Gomes (2001) explain that motivation is formulated as behaviour aimed at motivational goals related to the level of effort done by someone in pursuing a goal. Motivation is closely related to job satisfaction and job performance.

Based on the description above, it can be concluded that motivation is a person's strength or drive to achieve work goals. The work objectives can be achieved if: (1) There is an effort that is the energy expended by employees when doing work; (2) Having a clear job goal (organisational goal); and (3) Fulfillment of one's need to arouse attention towards one's work.

Teachers who have high motivation to continue learning will be able to improve their performance because it will increase their enthusiasm in carrying out their duties. Quality teachers can certainly improve the quality of education. Therefore, education will not achieve optimal results without qualified teachers. This means that without qualified and professional teachers, the quality of education will be challenging to fulfil.

Teacher Performance

According to Hasibuan (2001), work performance or achievement is a result of work achieved by a person in carrying out tasks assigned to him based on skill, experience and sincerity as well as time. Meanwhile, according to Mangkunegara (2002), work performance is the work of quality and quantity achieved by an employee in carrying out their duties under the responsibilities given to him.

Hypothesis

The principal is the most crucial factor in improving the quality of education. The principal is the highest office of the school organisation and has a vital role in developing the school as an institution (Fitriati et al., 2014). Principals are leaders who influence subordinates to work and achieve goals; therefore, principals must have outstanding managerial skills. With their managerial skills, the principal will be able to improve teacher performance (Djarmiko, 2006; Karweti, 2010; Manik & Bustomi, 2011; Septiana & Ivada, 2013; Darmada et al., 2013; Setiyani, 2014; Handayani & Rasyid, 2015; Paturusi, 2017; Wenno, 2017).

Based on the description above, the hypothesis of this study is as follows:

H1: Principal's managerial ability has a positive and significant effect on teacher performance in Islamic-based high schools in West Java.

H2: Work motivation has a positive and significant effect on teacher performance in Islamic-based high schools in West Java.

H3: Principal's managerial ability and work motivation simultaneously have a positive and significant effect on the performance of teachers in Islamic-based high schools in West Java.

Method

The research design of this study is using a quantitative approach and a method of the empirical research survey. A quantitative approach which is using a deductive reasoning process to test the hypothesis, so that this research must have a foundation of theory. Quantitative research is divided into two methods: descriptive and explanatory research methods. Explanatory research is research that aims to analyse the relationships among the variables or how one variable affects the others (Kotler et al., 2006).

The variables in this study consisted of managerial abilities, motivation, and teachers' performance. This research will be conducted on Islamic school principals and high school teachers in West Java. The number of samples in this study was 176 respondents. Primary data collection was carried out with distributing the questionnaire. This study uses data measurement Likert scale; scale ranges used are the numbers 1 through 5. Number 1 indicates "strongly disagree", number 2 indicates "disagree", number 3 shows the "neutral", number 4 shows the "agree", and number 5 indicates "strongly agree" (Umar, 2003). Data analysis methods used in this study is the description and analysis of the inferential statistical Partial Least Square (PLS) (Albers, 2009).

Results and Discussion

Contribution of Principal's Managerial Competence (X1) Against Teacher Performance (Y) in Islamic Based High Schools in West Java

Based on the results of the analysis, it can be concluded that there is a positive and significant contribution between Principal Managerial Competency (X1) and teacher performance (Y) in Islamic Based High Schools in West Java with a contribution of 41.11%. In other words, it can be stated that the better the Principal's Managerial Competency level, the higher the teacher's performance level. At the same time, the remaining 58.89% is the contribution of other factors not examined.

Determination of Principal Managerial Competence at 41.11% identifies that Principal Managerial Competency can be used as a predictor of teacher performance in Islamic Based High Schools in West Java. The contribution of the Principal's Managerial Competence of 30.83% indicates that the effectiveness of the Principal's Managerial Competence is quite optimal in influencing teacher performance. In other words, it can be said that the performance of teachers in Islamic Based High Schools in West Java is more influenced by Principal Managerial Competence compared to work motivation.

Contribution of Work Motivation (X2) on Teacher Performance (Y) in Islamic Based High Schools in West Java

Based on the results of data analysis it can be seen that there is a positive and significant contribution between work motivation (X2) and teacher performance (Y) in Islamic Based High Schools in West Java with a contribution of 64.2%. In other words, it can be stated that the higher the work motivation of teachers in schools, the higher the performance level of teachers in Islamic Based High Schools in West Java. At the same time, the remaining 61.8% is the contribution of other factors not examined.

The determination of work motivation variable is 64.2%; this indicates that work motivation can be used as a predictor of teacher performance in Islamic-based high schools in West Java. The contribution of the school working environment by 18.56% indicates that the effectiveness of work motivation is quite optimal in influencing the performance of teachers in Islamic Based High Schools in West Java. In other words, it can be said that the performance of teachers in Islamic Based High Schools in West Java is influenced by work motivation as well as to the Principal's Managerial Competency. Thus it can be concluded that the null hypothesis (H0) which states "There is no positive and significant contribution between work motivation and teacher performance in Islamic Based High Schools in West Java" is rejected. While the alternative hypothesis (H2) which states "There is a positive and significant contribution

between work motivation and the performance of teachers in Islamic Based High Schools in West Java" is accepted.

Simultaneous Contribution of Principal's Managerial Competence (X1) and Work Motivation (X2) on Teacher Performance (Y) in Islamic Based High Schools in West Java

Based on the results of data analysis, it is reported that there is a positive and significant contribution between Principal Managerial Competency (X1), and work motivation (X2) on teacher performance (Y) in Islamic Based High Schools in West Java with a contribution of 65.3%. The remaining of 32% is contributed by other factors not examined. Thus it can be concluded that the null hypothesis (H0) which states "There is no positive and significant contribution between Principal Managerial Competence and work motivation on teacher performance (Y) in Islamic Based High Schools in West Java" is rejected. While the alternative hypothesis (H1) which states "There is a positive and significant contribution between Principal Managerial Competence, work motivation on teacher performance (Y) in Islamic Based High Schools in West Java" is accepted.

Based on the results of data analysis, the following findings were obtained. First, there was a significant contribution between Principal Managerial Competence (X1) to teacher performance (Y) with a regression line equation $Y = 127,202 + 0,672X1 + e$ with a contribution of 39.5%. Second, there is a significant contribution between work motivation (X2) to teacher performance (Y) with the regression line equation $Y = 130,995 + 0,603X2 + e$ with a contribution of 33.3%. Third, there is a significant contribution between managerial principals (X1) and work motivation (X2) on teacher performance (Y) with the regression line equation $Y = 55,152 + 0.504 X1 + 0,400 X2 + e$ with a contribution of 54.5%.

The results of this study are in line with previous findings that with the managerial skills, principals will be able to improve teacher performance (Djarmiko, 2006; Karweti, 2010; Manik & Bustomi, 2011; Septiana & Ivada, 2013; Darmada et al., 2013; Setiyani, 2014; Handayani & Rasyid, 2015; Paturusi, 2017; Wenno, 2017). In addition to the principal's managerial ability, the high and low levels of teacher work motivation also greatly influence teacher performance (Karweti, 2010; Dewi Pratiwi, 2013; Septiana & Ivada, 2013; Darmada et al., 2013; Setiyani, 2014).

Conclusion

The results of this study found that the performance of Islamic-based high school teachers in West Java was directly and indirectly affected by the principal's managerial ability and work motivation. Therefore, it can be concluded that managerial ability and work motivation are two factors that influence teachers' performance in Islamic-based high schools in West Java. The



most dominant variable affecting teacher performance is the principal's managerial ability. Overall the principal's managerial ability and work motivation simultaneously influence the performance of Islamic-based high school teachers in West Java by 54.5%. The remaining 45.5% is an influence that comes from other factors not examined, for example, the school working environment, work ethic, organisational culture, principal performance, satisfaction, loyalty, service, negotiation, quality, and others.

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