THE INFLUENCE OF THE PRINCIPAL'S LEADERSHIP AND MANAGERIAL AGAINST
PERFORMANCE COMPETENCY OF STATE MIDDLE SCHOOL TEACHERS IN BANDUNG REGENCY

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ABSTRACT

This study aims to analyze the influence of leadership and managerial principals on teacher performance competencies. The research method uses quantitative analysis with the hypothesis in the research, namely: First, there is an influence from the principal's leadership on teacher performance competencies. Second, there is the head's managerial influence on teacher performance competencies. Third, there is also the simultaneous influence of leadership and managerial principals on teacher performance competencies. With a population of a number of teachers and principals and their representatives at Public Junior High Schools in Bandung district in 2021. With a sample of 250 teachers, principals and their deputies, the sample was taken proportionally at random. Data collection techniques with a questionnaire using an instrument with a total of 80 statements from respondents. Quantitative analysis with statistical calculations, using simple regression correlation, and multiple regression. Conclusion (1). There is a significant influence on the principal's leadership on teacher performance competence, (2). On the significant influence of managerial principals on teacher performance competencies, (3). There is also a significant influence of the principal's leadership and managerial simultaneously on teacher performance competence, with a multiple correlation coefficient = 0.715 with a coefficient of determination = 51.0%.
Keywords: Leadership, Managerial, Competence, Teacher Performance

A. INTRODUCTION

The principal has carried out leadership and managerial functions according to procedures and regulations, in achieving goals. Teacher performance competence is a professional job demand that is absolutely owned by educating students. In accordance with the competence of the teacher he wants to get. The principal takes various actions by deploying leadership and managerial functions with all his abilities and supporters. Competency of teacher performance from the aspect of high loyalty, which should be a positive attitude towards educators as a career, attitude and discipline competence, will always enjoy the work as an educator which they do seriously, improve quality in the learning process, be responsible for improving students' abilities dedicated in devoting all his thoughts to being an educator, has morals, attitudes and social responsibility towards society. Because it is an important factor in the teacher's performance component as its role in improving the quality of education and the quality of graduates. Improving quality so that teacher performance competencies are always needed in education. As a factor that can be realized, so that in improving the quality of public junior high school education in Kab. Bandung. Can immediately solve the root of the problem.

Teacher performance is the key to success in improving the quality of education, because as an important condition for the realization of quality education, if the implementation is carried out by professional teacher performance, it can be relied upon in its implementation, which demands changes in attitudes and behavior from all existing school components, the principal. schools, teachers and education staff, parents of students, school committees and the community. United in viewing, understanding, monitoring, and assisting while carrying out monitoring and evaluation in every school program. Changes in teacher attitudes and performance can occur if school resources can be used optimally and effectively, therefore the principal is responsible for implementing them to improve teacher performance in schools.

The leadership and managerial demands of school principals are highly expected to have strong and integrated managerial and leadership skills in accordance with implementation, practically in accordance with educational needs and those related to the quality of education, namely: the authority of the principal as a manager which has implications for the productivity of teacher performance, so that effective in achieving targets, so that the learning process in improving the quality of education is realized. Carrying out the authority as head of school which he carries and which is given by the education office in developing managerial for education in schools, including in utilizing educational resources allocated and empowered to improve the quality of school education.

Managerial and school principal creativity in managing teacher performance and the quality of education in schools is very important and depends on the reliability of the school principal. Because school principals have high authority in making decisions related to policies and quality management of school improvement education, the educational managerial system is managed by the central government which is delegated to school principals. Openness of accountable school principals, open management in managing schools, in managing and managing schools should pay attention to managerial inputs, managerial processes and school outputs.

B. METHOD

This study uses a quantitative survey research method. With the object of research on leadership and managerial principals, being the subject of research on State Junior High School teachers in Kab. Bandung. This research is to obtain leadership and managerial efforts of school principals. As for the variables in the research with explanatory correlative descriptive.

Descriptive explanation to explain findings about the leadership and managerial of school principals on teacher performance. Meanwhile, the correlative explanation is needed to find the

relationship between the leadership variable of the principal's managerial variable and the teacher's performance variable.

1.1. Data collection technique
   a. Through in-depth interviews with reliable core sources,
   b. Give a questionnaire to a number of teachers, principals and vice principals with several questions related to leadership and management
   c. Conducted observations at research locations at a number of schools in Bandung district

C. RESULTS AND DISCUSSION

This research was conducted using a questionnaire on 250 teachers, vice principals and principals of public junior high schools in Kab. Bandung. To know thoroughly about the leadership and managerial influence of school principals on teacher performance. Disclose data using instruments in the form of questionnaires with several questions, so that data is collected and tested for validity and reliability, including several variables about the leadership of the principal and his managerial, on the performance of teachers, teacher respondents, vice principals and principals.

1.1. Data Description of Principal Leadership Research Results

The principal leadership variable for Public Junior High Schools in the district. Bandung, with a questionnaire of 32 statements consisting of 7 aspects, with a measurement scale of 1 to. 5, the overall research results with a score of 3.80, and a standard deviation of 0.45, the highest score is 5.00 and the lowest score is 2.90. Then each aspect can be seen in the table below.

Table 1. Average Score, Leadership Deviation

No	Leadership	Score	
		Mean	Deviation
1	Aspects of Influence	3,60	0,45
2	Aspect Vision, mission, goals	3,95	0,65
3	Empowerment Aspect	3,95	0,65
4	Mobilization Aspect	3,90	0,65
5	Aspects of Motivation	3,85	0,65
6	Guidance Aspect	3,90	0,60
7	Aspects of Commitment	3,85	0,65
8	Complete Aspect	3,80	0,45

1.2. Description of Principal Managerial Research Data

The managerial variable of the head of a public junior high school in the district. Bandung. With a questionnaire = 17 items from 4 aspects, with a measurement scale of 1 - 5, from the overall research results and obtained with an average score = 3.85 with a standard deviation = 0.50, the highest average score = 5.00, and the lowest average score = 2.45. The average on each aspect can be studied in the following table.

Table 2. Average Score, Deviation of Each Managerial Aspect

No	Managerial	Score	
		Mean	Deviation
1	Planning Aspect	3,85	0,60
2	Organizational Aspects	3,85	0,55
3	Coordinating Aspect	3,80	0,60
4	Monitoring & Evaluation Aspect	3,90	0,65
5	Overall Aspect	3,85	0,50

1.3. Description of Teacher Performance Data

With the performance variable of State Junior High School teachers in Kab. Bandung was revealed by a questionnaire of 31 items consisting of 6 components, with a measurement scale of 1 to. 5, the results of the study as a whole obtained an average score of 3.80, with a standard deviation of 0.56, the highest average score was 5.00, and the lowest average score was 2.85. The average for each aspect can be seen in the following table.

Table 3. Average Score, Deviation of Each Teacher Performance Component

No	Teacher Performance Components	Score	
		Mean	Deviation
1.	Aspects of the Quality of the Learning Process	4,00	0,63
2.	Aspects of Effectiveness & Efficiency	3,75	0,52
3.	Aspects of Teacher Professional Development & Innovation	3,56	0,65
4.	Productivity Aspects in Education, Research & PKM	3,50	0,75
5.	Moral aspects of teacher work	4,04	0,59
6.	Aspects of teacher job satisfaction	3,96	0,63
7.	Overall Aspects of Teacher Performance	3,81	0,56

Based on the table above, it can be seen that overall the average score of the performance component of the Public Junior High School teachers in Kab. Bandung is above 3.4 which is in the good category according to the rating scale. The best average score is the teacher's work morale component, which is 4.04, while the lowest is the productivity component in the fields of education, research & community service.

1.4. Data Normality Test

The data normality test uses the Kolmogorov-Smirnov test with a summary of the analysis results as presented in the following table. Table 7. Data Normality Test Results

No	Pengaruh	KSZ	p	Note
1.	Residual Y atas X_1	1,150	0,140	Normal
2.	Residual Y atas X_2	1,320	0,060	Normal
3.	Residual Y atas X_1 dan X_2	1,145	0,130	Normal

The normality test results above obtained significance values of 0.140, 0.060, and 0.130, respectively. This figure is not significant because it is higher than the 5% significance level (0.05). This illustrates that the deviation of the data distribution from the normal curve is not significant, which means that the data distribution meets the assumption of normality.

1.5. Influence Linearity Test
Summary of the results of the linearity test as shown in the following table.

Table 4.8 Summary of Linearity Test results

Influence	Linear Regression Equations	F_{reg}	$F_{deviasi\ from\ linierity}$	Sig. $F_{deviasi\ from\ linierity}$	Note
X_1-Y	Y' = 1,060 + 0,720 X_1	129,840	1,155	0,245	Linier
X_2-Y	Y' = 1,150 + 0,695 X_2	157,405	1,380	0,085	Linier

From the table above it can be seen that the three influence models have met the assumption of linearity, so that the linear regression model can be used in this study.

1.6. Homogeneity Test

The homogeneity test is intended to determine the similarity of the variants of each independent variable X1, X2 to the dependent variable (Y). Testing the homogeneity of the research variables used the heteroscedasticity test. Detection of the heteroscedasticity problem is carried out by looking at the graph of the distribution of residual values. The heteroscedasticity test uses the Regression Standardized Predicted Value plot graphic method with the Regression Stutentised Residual according to the opinion of Imam Ghozali (2002). The test results can be seen in the following figure.

Scatterplot
Dependent Variable: Kinerja Guru

Regression Standardized
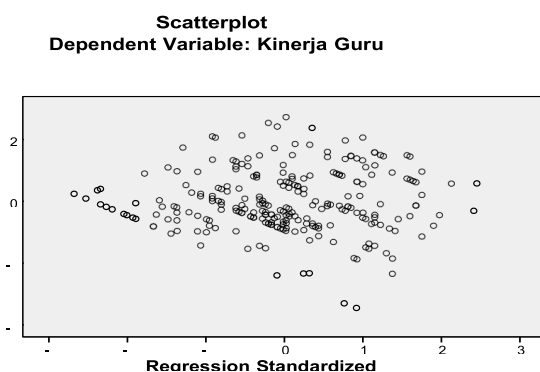
Based on the scatterplot graph above it appears that the distribution of the data does not form a clear pattern, the data points spread above and below the number 0 on the Y axis. Thus it can be concluded that there is no heteroscedasticity in the regression model, in other words the regression model occurs the similarity of variance from the residuals of one observation to another. Thus it can be concluded that this regression model meets the assumption of heteroscedasticity, this indicates that the data variation is homogeneous.

1.7. Multicollinearity Test

The multicollinearity test aims to test whether in a regression model a correlation is found between the independent variables of the study. Regression models

Therefore, considering the results of this study, to improve the quality of education, especially public junior high schools in Bandung district, begins with increasing the professional abilities of school principals so that they can improve teacher performance which has a direct impact on the quality of learning which can ultimately improve student achievement in public junior high schools in Bandung regency. . So it is not excessive if the results of this research serve as input for policy makers in the field of education, especially to improve the ability of school principals in various ways, either through scientific meetings, training or by recruiting new school principals to pay more attention to standardizing the ability to have a principal. professional school.

D. CONCLUSION AND SUGGESTIONS

1.1. Conclusion

Based on the results of the research and discussion above, it can be concluded as follows:
a. There is a significant influence between the leadership performance of school principals and the performance of State Junior High School teachers in Kab. Bandung, with a partial correlation coefficient of 0.445 or a partial determination coefficient of 19.80%, which means that the better the principal's leadership performance, the better the performance of junior high school teachers in Kab. Bandung.
b. There is a significant influence between the managerial performance of school principals and the performance of junior high school teachers in Kab. Bandung, with a partial correlation coefficient of 0.505 or a partial determination coefficient of 25.30%, which means that the better the managerial performance of the principal, the better the performance of junior high school teachers in Bandung regency.
c. There is a simultaneous significant influence between Leadership Performance and Managerial Performance of Principals on Junior High School Teacher Performance in Bandung Regency, with a multiple correlation coefficient of 0.715 or a multiple determination coefficient of 51.0%

1.2. Suggestion

a. For school principals as well as managers who manage and regulate all school affairs to improve their leadership and managerial so that they can run effectively and efficiently
b. For teachers to follow the directions and instructions of the school principal in improving competence, especially professional competence as a teacher, through training both held by schools and those held by other institutions, and also follow a higher level of education to strata 2

c. For future researchers to be more perfect in this study, they should add variables from this study such as achievement variables managed by the head so as to improve the quality of graduates and the quality of education

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