

The Influence of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Malang Mardiwiyata Foundation



Elisabet Saverina Siena¹, Syaiful Arifin², Rudy Wahyono³

¹ Postgraduate student of Study Program. Master of Management at University of Merdeka Malang, Indonesia

^{2,3} Lecturer Master of Management at University of Merdeka Malang, Indonesia

ABSTRACT: The purpose of this study was to describe the variables of Competence, Teacher Performance, Principal Leadership and Education Quality. Analyzing the effect of the variables of competence, teacher performance, and principal leadership simultaneously on the quality of education. Analyzing the variables of competence, teacher performance, and principal leadership partially on the quality of education, as well as knowing to analyze among the variables of competence, teacher performance, and principal leadership which have a dominant influence on the quality of education at the Mardiwiyata Malang Foundation. The population in this study were teachers at the Mardiwiyata Foundation, Malang, totalling 105 people. The sampling technique in this study used the method of questionnaires, interviews, and interviews. The data analysis technique used in this research is multiple linear regression analysis. The results showed that competence, teacher performance, and principal leadership simultaneously affect the quality of education. Competence, teacher performance, and principal leadership partially affect the quality of education, and competence is the dominant influence on the quality of education at the Mardiwiyata Foundation Malang.

KEYWORDS: Competence, Teacher Performance, and Principal Leadership Competence on Education Quality

I. INTRODUCTION

Educational quality is a term that indicates the quality of products produced by educational institutions or schools. In order for educational goals to be achieved, the leader of a school must be able to take action and policies to maintain and continuously improve the quality of the school. In the process of quality education, there are several important points that must include abilities, attitudes and skills, school facilities and administration that can create conducive conditions in order to support the implementation of the learning process. An institution is said to be of quality, if it has the following: a) students show a measure of their mastery of the learning tasks that they find, b) the output produced is the same as the demands of students' daily lives, c) the educational output of students must be the same as the environment especially with the world of work [1]. The lack of quality of education in an agency can be caused by internal and external factors. Two main internal factors are teacher competence and teacher performance, while one of the most important external factors is the principal's leadership [2]. In Law no. 14 of 2005 concerning Teachers and Lecturers in Article 10 it is explained that teacher competence includes pedagogic competence, social and professional personality which is thus obtained through teacher professional education [3]. While one of the most important external factors is the principal's leadership [2]. In Law no. 14 of 2005 concerning Teachers and Lecturers in Article 10 it is explained that teacher competence includes pedagogic competence, social and professional personality which is thus obtained through teacher professional education [3]. While one of the most important external factors is the principal's leadership [2]. In Law no. 14 of 2005 concerning Teachers and Lecturers in Article 10 it is explained that teacher competence includes pedagogic competence, social and professional personality which is thus obtained through teacher professional education [3].

An educator does not merely but must be able to instill the concepts and materials that he brings [4]. The performance of school teachers can be seen in the activities of planning, implementing, and assessing the learning process. Teacher performance can also be seen from how much the required competencies are met [5]. These competencies include pedagogic competence, personality competence, social competence and professional competence. Teachers in carrying out their duties must reflect

The Influence of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Malang Mardiwyata Foundation

these four competencies. Good teacher performance is not only seen from the four competencies but also from the extent to which teachers are able to manage, understand and be able to carry out the flow of learning activities in the classroom. The performance of a teacher is a skill that must be carried out by every educator in carrying out their duties properly and correctly and giving satisfaction to their students [6]. Teacher performance is a form of real work from a teacher both in quality and quantity [5]. In addition to teacher competence and performance, in an effort to improve the quality of education in a school, good or effective leadership from the Principal is very much needed. The principal is required to have a professional nature which will result in good quality education, therefore the principal's leadership has duties and obligations in reviving the environment. He is required to have new ideas, have a new work strategy and have a vision and mission and are competent in their work and able to influence their colleagues [7]. The principal who is a leader must be able to be an example and be able to protect his subordinates and be able to control his leadership function. Principal behavior can encourage teacher performance by showing a sense of friendship, closeness, consideration for other teachers [8]. The Mardiwyata Foundation is an educational foundation under the auspices of the Congregation of the Mother of the Sacred Heart. This foundation has 22 school units in various regions in Indonesia and one of them is in Malang Regency, which is located at Jalan Mahameru No. 10, Tidar, Karangwidoro, Dau District, Malang Regency, East Java. This foundation has several schools under its auspices, namely two elementary schools, two junior high schools, and two high schools and this is of course each of these educational institutions experiencing problems or problems related to the quality of education. Although many achievements have been obtained from each of these institutions, each of these educational institutions certainly has problems regarding the quality of education, including competence, teacher performance and principal leadership. This educational institution continues to strive to improve the quality of its education so that it can produce good and quality output every year, so that public trust is increasing. The quality of education at this institution is still far from its competitors so that it has not brought satisfaction to education customers. Based on the reality in the field, it can be seen that the influence of competence, teacher performance and the leadership of the Principal of the Mardiwyata Foundation Malang plays an important role in improving the quality of education. On the basis of the above problems, a research entitled: The Effect of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Mardiwyata Foundation, Malang.

II. LITERATURE REVIEW

Educational quality is a term that indicates the quality of products produced by educational institutions or schools. The quality of education must be endeavored as well as possible in achieving progress based on the changes that have been determined [9]. Indicators to measure the quality of education include outputs, inputs, processes, outcomes [10]. Input is a resource that must be in an institution for the learning process to run. These resources such as students, teachers, employees who are human resources while the classrooms, laboratory, libraries, and places of worship are non-human resources [11]. Process, which increases the ability of an educational institution in carrying out its learning process. In the implementation process, there are established policies that lead to SNP, increasing competence in planning facilitate and evaluate every process that has been implemented [12]. Output, namely improving the quality of education is shown by increasing the ability of education in the learning process starting from lesson planning, learning implementation and learning evaluation, as well as learning outcomes enhancement facilities and infrastructure [13]. Meanwhile, the outcome is the impact and also the impact of good teacher competence and competent teacher performance in a comfortable and conducive environment [14]. Competence is one of the factors that can affect the quality of education. Competence is the ability or expertise, a collection of knowledge, attitudes and talents of a person in the educational process [13]. Teacher competence is closely related to authority in carrying out their duties, so those used in this section are learning tools that function as educational materials and pedagogical competencies related to the duties of educators in carrying out their duties [6]. Competencies that must be possessed by teachers according to Law no. 14 of 2005 Article 10 Paragraph 1 Regarding Teachers and Lecturers covering pedagogic competence, personality competence, social competence, and professional competence that can be obtained through professional education [3]. The next factor that can affect the quality of education is teacher performance, namely the ability of teachers at the planning stage, namely preparing learning programs, implementation stages such as classroom management and mastery of the material and the last stage is the evaluation stage [15]. The teacher is an ideal figure who has an important role to be imitated, both by his students and the general public. Evidence of the success of the teacher or not in carrying out his duties, he must show his achievements, abilities, skills and professional attitudes at work [16]. Indicators to measure teacher performance include: quality of work, speed of work, initiative in work, ability to work, ability to work, and communication [5]. In addition to teacher competence and performance, the principal's leadership also plays a very large role in improving the quality of school education. Principal leadership is the ability or process carried out by the principal to influence teachers and administrative staff

The Influence of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Malang Mardiwyata Foundation

(subordinates) to work to achieve the goals and means that have been determined effectively and efficiently [17]. Leadership is one of the most important factors in an organization because most of the success and failure of an organization is determined by the leadership in the organization. The principal as a leader in the school must be able to move teachers to always improve their performance [18]. Leadership is a relationship between other individuals who use their rights to influence others who use their rights to influence others so that they can cooperate in carrying out tasks and obtain results that are in accordance with common goals [19]. Indicators measuring the principal's leadership include a strong personality, empathy, understanding the condition of the teacher, understanding the vision and mission, and the ability to communicate well [12].

III. METHOD

This study uses a survey research design with an associative quantitative approach. This research in principle aims to explore the quality of education with a focus on research on the effect of teacher performance competence and principal leadership on the quality of education and to understand the most dominant variables on the quality of education at the Mardiwyata Foundation Malang. The dependent variable is the quality of education (input, process, output, and outcome), while the independent variable includes competence (pedagogic competence, personality competence, social competence, professional competence), teacher performance (quality of work, speed at work, initiative in work, ability to work). in work, communication), and Principal leadership (having a strong personality, know the situation and condition of educators and students as well as other school members, have a vision and mission, can make good and correct decisions, transparency). The research instrument was measured using a Likert scale with validity and reliability tests. The sample of this research is elementary, junior high, and high school teachers at the Mardiwyata Foundation Malang, totaling 105 people, which were taken using total sampling technique. Data analysis techniques include descriptive analysis, multiple linear regression analysis, and hypothesis testing (F test and t test) with a significance level of 0.05. And SMA at Yayasan Mardiwyata Malang, totaling 105 people, which were taken using total sampling technique. Data analysis techniques include descriptive analysis, multiple linear regression analysis, and hypothesis testing (F test and t test) with a significance level of 0.05. and SMA at Yayasan Mardiwyata Malang, totaling 105 people, which were taken using total sampling technique. Data analysis techniques include descriptive analysis, multiple linear regression analysis, and hypothesis testing (F test and t test) with a significance level of 0.05.

IV. RESEARCH RESULT

4.1 Instrument Testing

The results of the validity test of the questionnaire items on the quality of education, competence, teacher performance, and principal's leadership from a total of 47 items showed the value of $r_{count} > r_{table}$. Thus, it can be stated that from a total of 47 items of this research questionnaire, all of them are valid after going through the validity test stage. Furthermore, the results of the reliability test showed that the value of Cronbach's Alpha (α) questionnaire on the quality of education, competence, teacher performance, and principal leadership were all > 0.8 . Thus, the questionnaire of all variables in this study had a good reliability status.

4.2 Description of Research Variables

From the results of data analysis, it is known that the average score of the education quality variable is 4.03. This shows that respondents stated that the quality of education in SD, SMP, and SMA owned by Yayasan Mardiwyata Malang is good, because the quality improvement method is devoted to the academic field that aims at skills, which include aspects of input, process, output, and outcome. The main indicator that can improve the quality of education is output, which is reflected in school graduates at the Mardiwyata Foundation Malang being able to be competitive, such as being accepted at a higher level of further education. It is also known that the average competency variable score is 4.03. This shows that the respondents have good pedagogic, personality, social, and professional competencies. The main indicator that can develop competence is pedagogic competence, as reflected in the ability of respondents to use information technology to organize educational development activities. Furthermore, the average score of the teacher performance variable is 4.01. This shows that the respondents in this study have good performance as teachers, in terms of work quality, accuracy/speed of work, initiative in work, work ability, and communication. The main indicator that shapes teacher performance is work ability, which is reflected in the ability to carry out their duties as a teacher, namely teaching according to the number of meetings that have been set each semester. Meanwhile, the average score of the principal's leadership variable is 3.89. This shows that the majority of respondents stated that the leadership applied by the principal so far has been good or effective. The main indicator that can streamline the leadership of the Principal at the Mardiwyata Foundation Malang is that the Principal has a vision and

The Influence of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Malang Mardiwyata Foundation

understands the school's mission, which is reflected in the Principal's ability to make supervision programs for teachers who teach in the classroom.

4.3 Multiple Linear Regression Analysis Results

Table 1 below shows the results of multiple linear regression analysis.

Table 1. Multiple Linear Regression Analysis Results

<i>Coefficients^a</i>						
<i>Model</i>		<i>Unstandard Coef.</i>		<i>Standard. coef.</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	<i>(Constant)</i>	13,242	9.065		2,461	0.011
	Competence	0.642	0.102	0.597	4.330	0.000
	Teacher performance	0.457	0.121	0.354	2,570	0.017
	KS Leadership	0.282	0.102	0.207	1,592	0.029

a. Dependent Variable: Quality of education

From the data listed in Table 1, the regression equation can be arranged, namely:

$$Y = 13.242 + 0.642 + 0.457 + 0.282 +$$

The constant value is 13,242, meaning that if the value of the competence, teacher performance, and principal leadership variables is equal to zero, the quality of education at the Mardiwyata Foundation Malang is 13,242. The regression coefficient of the competency variable (β_1X_1) is 0.642, which indicates that there is a direct and positive effect of the competency variable on the quality of education, meaning that every one percent increase in competence increases the quality of education at the Mardiwyata Foundation Malang by 0.642. The regression coefficient of the teacher performance variable (β_2X_2) is 0.457, which indicates a unidirectional and positive effect of teacher performance on the quality of education, meaning that every one percent increase in teacher performance will further improve the quality of education at the Mardiwyata Foundation Malang by 0.457.

4.4 Coefficient of Determination

Table 2 below shows the results of the coefficient of determination analysis.

Table 2. Coefficient of Determination

<i>Model Summary^b</i>				
<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	0.701a	0.561	0.536	3.257

a. Predictors: (Constant), KS Leadership, Competence, Teacher Performance
b. Dependent Variable: Quality of education

From Table 2, it is known that the Adjusted R Square is 0.536, meaning that the relationship between competence, teacher performance, and principal leadership with the quality of education is 53.6%. The result is strong that the three independent variables can explain the dependent variable, which is about 53.6% and the remaining 46.4% is explained or explained by other variables outside this study.

4.5 Hypothesis test

4.5.1 Hypothesis testsimultaneous (F test)

The table below shows the results of the F test (Anova test).

Table 3. F Test Results / ANOVA Test

<i>ANOVA^b</i>						
<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	<i>Regression</i>	205.232	3	68.411	6.449	0.000a
	<i>Residual</i>	1071,396	101	10,608		
	<i>Total</i>	1276,629	104			

a. Predictors: (Constant), KS Leadership, Competence, Teacher Performance
b. Dependent Variable: Quality of education

The Influence of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Malang Mardiwyata Foundation

From Table 3, it is known that the value of Sig F (0.000) < 0.05, then H0 is rejected and H1 is accepted. Thus, it can be concluded that the competence, teacher performance, and leadership of the principal simultaneously have a significant effect on the quality of education at the Mardiwyata Foundation, Malang.

4.5.2 Partial hypothesis testing (t test)

From Table 1, it is known that the competency Sig t value (0.000) < 0.05 and Beta 0.597, meaning that competence has a significant positive effect on the quality of education. From Table 1, it is known that the Sig t value of teacher performance (0.017) < 0.05 and Beta 0.354, meaning that teacher performance has a significant positive effect on the quality of education. From Table 1, it is known that the value of the Principal's leadership Sig t (0.029) < 0.05 and Beta 0.207, meaning that the Principal's leadership has a significant positive effect on the quality of education. This shows that the Beta coefficient of all independent variables is positive and the Sig t value of all independent variables < 0.05, then H0 is rejected and H2 is accepted. Thus, the competence, teacher performance, and leadership of the principal partially have a significant positive effect on the quality of education at the Mardiwyata Foundation, Malang.

4.6 Most Dominant Variable Test

From Table 1, it can be seen that the competency variable is the independent variable that has the largest Beta coefficient value (0.597) compared to other independent variables. That is, the variable quality of education is more influenced by the competence variable, followed by the teacher performance variable and the principal's leadership.

V. DISCUSSION

Competence has a significant positive effect on the quality of education at the Mardiwyata Foundation, Malang. That is, the better the competence of teachers, the more the quality of education will be improved. Teacher competence is formed by pedagogic competence, personality competence, social competence, and professional competence. The main thing forming teacher competence is pedagogic competence. Teachers who have high pedagogic competence can carry out teaching and learning activities so their performance will be higher or increase. This is in accordance with Permendiknas Number 41 of 2007 that teachers are able to understand, process teaching and learning activities and implement them to students, the quality of education will increase and be higher. Pedagogic competence is the ability of a teacher to understand students, design and implement learning, development of students, and evaluation of student learning outcomes in order to actualize the potentials possessed by the students [14]. The results of this study are supported by research results [9] and [11] which prove that competence has a significant positive effect on the quality of education. The main thing that can improve competence are teachers who have understood and mastered their pedagogical competence well. This is reflected in the ability of teachers to utilize information technology for the benefit of organizing learning activities for their students in order to develop their potential in various scientific fields. This means that the better the teacher's competence, the better the quality of education. Vice versa, the lower the competence of teachers, the lower the quality of education at the Mardiwyata Foundation, Malang. Teacher performance has a significant positive effect on the quality of education at the Mardiwyata Foundation, Malang. That is, the better the teacher's performance, the better the quality of education. Teacher performance is shaped by quality of work, accuracy/speed of work, initiative in work, work ability, and communication. The main thing that shapes teacher performance at the Mardiwyata Foundation Malang is work ability, which is reflected in the respondents' ability to carry out their duties as teachers, namely teaching according to the number of meetings that have been set each semester. Teachers who have good performance are those who are able to develop and implement teaching programs, are able to manage classes, able to carry out evaluations and follow-up evaluation results [16]. The results of this study are supported by research results [7] and [10] which prove that teacher performance has a significant positive effect on the quality of education. The main thing that can improve teacher performance is that the teachers at the Mardiwyata Foundation Malang are able to work well. This is reflected in their ability to carry out their duties as teachers, namely teaching according to the number of meetings set each semester. This means that the better the teacher's performance, the better the quality of education. On the other hand, the worse the teacher's performance, the lower the quality of education at the Mardiwyata Foundation, Malang. Principal's leadership has a significant positive effect on the quality of education at the Mardiwyata Foundation, Malang. It means, the better/effective the principal's leadership, the more the quality of education can be improved. Principal's leadership is formed by a strong personality, disciplined attitude of the Principal, having a vision and understanding the school's mission, decision-making ability, and communication. The main thing that forms the leadership of the Principal at the Mardiwyata Foundation Malang is that the Principal has a vision and understands the school's mission, which is reflected in the ability of the Principal to create a supervision program for teachers who teach in the classroom. A principal must have sufficient knowledge related to the duties

The Influence of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Malang Mardiwyata Foundation

of the principal. This is because the implementation of the principal duties and functions of the Principal does not rely enough on practical actions and fragmentation, but must be based on knowledge in the field of management and intelligent leadership [20]. The results of this study are supported by research results [1], [2], and [7] which prove that the principal's leadership has a significant positive effect on the quality of education. The main thing that can trigger the effectiveness of the principal's leadership at the Mardiwyata Foundation Malang is that the principals there have a vision and understand the school's mission. This is reflected in the ability of the principals at the Malang Mardiwyata Foundation to make supervision programs for teachers who teach in the classroom. This means that the better or more effective the principal's leadership is, the higher the quality of education can be. Vice versa, the worse or ineffective the principal's leadership, the lower the quality of education at the Mardiwyata Foundation, Malang. and [7] which proves that the principal's leadership has a significant positive effect on the quality of education. The main thing that can trigger the effectiveness of the principal's leadership at the Mardiwyata Foundation Malang is that the principals there have a vision and understand the school's mission. This is reflected in the ability of the principals at the Malang Mardiwyata Foundation to make supervision programs for teachers who teach in the classroom. This means that the better or more effective the principal's leadership is, the higher the quality of education can be. Vice versa, the worse or ineffective the principal's leadership, the lower the quality of education at the Mardiwyata Foundation, Malang. and [7] which proves that the principal's leadership has a significant positive effect on the quality of education. The main thing that can trigger the effectiveness of the principal's leadership at the Mardiwyata Foundation Malang is that the principals there have a vision and understand the school's mission. This is reflected in the ability of the principals at the Malang Mardiwyata Foundation to make supervision programs for teachers who teach in the classroom. This means that the better or more effective the principal's leadership is, the higher the quality of education can be. Vice versa, the worse or ineffective the principal's leadership, the lower the quality of education at the Mardiwyata Foundation, Malang. The main thing that can trigger the effectiveness of the principal's leadership at the Mardiwyata Foundation Malang is that the principals there have a vision and understand the school's mission. This is reflected in the ability of the principals at the Malang Mardiwyata Foundation to make supervision programs for teachers who teach in the classroom. This means that the better or more effective the principal's leadership is, the higher the quality of education can be. Vice versa, the worse or ineffective the principal's leadership, the lower the quality of education at the Mardiwyata Foundation, Malang. This is reflected in the ability of the principals at the Malang Mardiwyata Foundation to make supervision programs for teachers who teach in the classroom. This means that the better or more effective the principal's leadership is, the higher the quality of education can be. Vice versa, the worse or ineffective the principal's leadership, the lower the quality of education at the Mardiwyata Foundation, Malang. This is reflected in the ability of the principals at the Malang Mardiwyata Foundation to make supervision programs for teachers who teach in the classroom. This means that the better or more effective the principal's leadership is, the higher the quality of education can be. Vice versa, the worse or ineffective the principal's leadership, the lower the quality of education at the Mardiwyata Foundation, Malang. This is reflected in the ability of the principals at the Malang Mardiwyata Foundation to make supervision programs for teachers who teach in the classroom. This means that the better or more effective the principal's leadership is, the higher the quality of education can be. Vice versa, the worse or ineffective the principal's leadership, the lower the quality of education at the Mardiwyata Foundation, Malang.

VI. CONCLUSION

The competence, performance of teachers, and the leadership of the Principal at the Mardiwyata Foundation Malang are still not optimal and need to be improved again to support the quality of their education. For the competence variable of pedagogic and professional indicators, it is something that must be considered and must be improved again, because based on the results of observations and interviews of teachers at the Mardiwyata Foundation, Malang, they realize that pedagogic and professional competencies are very important for all teachers. teachers can improve the quality of education. Teacher performance also needs to be improved to improve the quality of education at Yayasan Mardiwyata Malang, and things that need to be considered based on the results of analysis and interviews are the quality of work and accuracy of work. Besides that, The thing that needs to be improved is being able to make decisions and having a strong personality. In addition, the quality of education at the Malang Mardiwyata Foundation is still not optimal and must be improved. Simultaneously, competence, teacher performance, and principal's leadership affect the quality of education at the Mardiwyata Foundation, Malang. The higher the competence, performance of teachers and principals' leadership, the higher the quality of education. Partially, competence, teacher performance, and principal's leadership have a significant positive effect on the quality of education at the Malang Mardiwyata Foundation. That is, the better the competence and performance of teachers, which is supported by the better or

The Influence of Competence, Teacher Performance and Principal Leadership on the Quality of Education at the Malang Mardiwyata Foundation

more effective the leadership of the principal, the better the quality of education. Competence has a dominant effect on the quality of education. Teachers must have good competence as educators because the success of students depends on how the teacher teaches them. This shows that the main aspect that needs to be considered in improving the quality of education is the extent to which a teacher's competence contributes to teaching and learning activities.

REFERENCES

- 1) S. Ali & E. Hasanah. "Leadership of the Principal in Ensuring the Quality of Education during the Covid-19 Pandemic at SMA Muhammadiyah 3 Yogyakarta". *Scientific Journal of Mandala Education*, Vol. 7 No. 1. 2021.
- 2) K. Borotoding, M. Limbong & H. Tampubolon. "The Influence of Principal Leadership on the Quality of Education at Bittuang Christian Vocational School". *Journal of Education Tambusai*, Vol. 5 No. 1, pp. 1-6. 2021.
- 3) Ministry of Education. "Law Number 14 of 2005 concerning Teachers and Lecturers". Jakarta: Ministry of National Education. 2005.
- 4) MI Anwar. "Educational administration and management costs of education". Bandung: Alfabeta. 2003.
- 5) Supardi. "Teacher Performance". Jakarta: PT. Raja Grafindo Persada (University Book Division). 2014.
- 6) Djohar. "Teachers and their Guidance Education (Implementation in Education and Teacher Law)". Yogyakarta: Sinar Graphic. 2006.
- 7) R. Diana, M. Kristiawan & D. Wardiah. "The Influence of Teacher Leadership and Performance on the Quality of Learning". *Journal of Education*, Vol. 7 No. 3, pp. 769-777. 2021.
- 8) VE Johanes, S. Suroyo & AK Budiastara. "Analysis of the Relationship between Principal's Leadership Style and Digital Literacy with Primary School Teacher Performance". *Journal of Basicedu*, Vol. 6 No. 2, pp. 2821-2830. 2022.
- 9) Kosim. "Teacher's Pedagogic Competence and Quality of Islamic Religious Education Learning". *Madaniyah Journal*, Vol. 2 No. 11, pp. 269-286. 2016.
- 10) S. Khadijah, N. Ahyani & Y. Fitriani. "The Influence of Teacher Performance and Teacher Academic Qualifications on Education Quality". *Journal of Management and Business (J-Mabis)*, Vol. 1 No. 1, pp. 60-72. 2021.
- 11) Rosyada, E. Harapan & Rohana. "The Influence of Teacher Pedagogic Competence on the Quality of High School Learning in Sekayu City, South Sumatra". *Journal of Educational Management*, Vol. 3 No. 1, pp. 31-42. 2021.
- 12) Thoha. "Leadership in Management". Jakarta: Raja Grafindo Persada. 2003.
- 13) MJ Syakir & P. Pardjono. "The Influence of Principal Leadership, Work Motivation and Organizational Culture on High School Teacher Competence". *Journal of Educational Management Accountability*, Vol. 3 No. 2, pp. 226-240. 2015.
- 14) IF Qomusuddin & U. Bunyamin. "The Influence of Principal Leadership and Teacher Competence on Teacher Performance". *Indonesian Journal of Education*, Vol. 1 No. 2, pp. 61-76. 2020.
- 15) HM Sharif. "The Effect of Interpersonal Communication and Principal Supervision on Teacher Performance". *Journal of Academic Media*, Vol. 26 No. 1. 2011.
- 16) AP Karo-Karo, LP Sari & D. Hendrawan. "The Influence of Leadership and Motivation on Teacher Performance". *Penjaskesrek Journal*, Vol. 7 No. 2, pp. 218-232. 2022.
- 17) S. Sagala. "Supervision of Learning in the Educational Profession". Bandung: CV. Alfabeta. 2010.
- 18) NDR Latifah. "The Influence of Principal Leadership on Teacher Performance at Dabin III Bayat Elementary School, Klaten for the 2019/2020 Academic Year". Dissertation is not published. Klaten: Widya Dharma University. 2020.
- 19) R. Rusyan. "Efforts to Improve Teacher Performance Culture". Cianjur: CV. Dynamics of Creative Works. 2000.
- 20) Wahjosumidjo. "Leadership of Principals: A Theoretical Review & Problems". Jakarta: Raja Grafindo Persada. 2002.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.