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THE RELATIONSHIP BETWEEN PRINCIPAL COMPETENCE AND STIMULUS TEACHER COMPETENCE AT TK AISIYAH 84 CENGKARENG WEST JAKARTA

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Abstract

Professional competence is related to mastery of learning materials. Knowledge is associated with professional competence, which forms the foundation for teachers in carrying out the learning process, including their understanding of planning, implementation, and evaluation of learning. This study is motivated by the leadership of principals, which serves as a stimulus and an important management factor. Additionally, the competence of stimulus teachers is still not optimal in meeting academic qualifications. The purpose of this study is to determine the relationship between the leadership competence of principals and the competence of stimulus teachers. The methodology used in this research is quantitative with simple regression techniques, while the data collection method employed is a questionnaire. The sample used consists of 25 randomly selected teachers. The analysis technique used is SPSS, interpreted descriptively in a quantitative manner. The findings of the study indicate that the leadership of kindergarten principals has a positive relationship with the competence of stimulus teachers. The principal's ability to lead can effectively and efficiently mobilize all educators. It is essential to motivate educators to implement student-oriented learning and character formation.

Keywords: Competence, Leadership, Teacher, PAUD

Abstrak

Kompetensi profesional berkaitan dengan penguasaan materi pembelajaran. Pengetahuan memiliki keterkaitan dengan kompetensi profesional yang akan menjadi landasan seorang guru dalam melaksanakan proses pembelajaran, yang mencakup pemahaman guru mengenai perencanaan, pelaksanaan, serta evaluasi pembelajaran. Penelitian ini dilatarbelakangi oleh kepemimpinan kepala sekolah yang merupakan stimulus dan faktor manajemen yang penting. Selain itu, kompetensi guru stimulus masih belum maksimal dalam pemenuhan kualifikasi akademik. Dengan adanya penelitian ini memiliki tujuan mengetahui hubungan kompetensi kepemimpinan kepala sekolah dengan kompetensi guru stimulus. Metodologi dalam penelitian ini menggunakan kuantitatif dengan teknik regresi sederhana, sedangkan metode yang digunakan dalam proses pengumpulan datanya menggunakan kuesioner. Sampel yang digunakan sebanyak 25 guru yang dipilih secara acak. Teknik analisis yang digunakan yaitu SPSS yang ditafsirkan secara deskriptif kuantitatif. Pada temuan penelitian yang telah dilakukan menunjukkan bahwa kepemimpinan kepala TK mempunyai hubungan positif dengan kompetensi guru stimulus, kemampuan kepala sekolah dalam memimpin dapat menggerakkan seluruh pendidik secara efektif dan efisien. Pentingnya memotivasi pendidik untuk melaksanakan pembelajaran yang berorientasi pada siswa dan pembentukan karakter.

Kata kunci: Kompetensi, Kepemimpinan, Guru, PAUD

Introduction

Quality education is a prerequisite for creating an advanced and modern society (Fraser et al., 2020). To ensure quality education, one important factor that must be fulfilled is the presence of professional, well-being, quality, and dignified teachers and principals (Neitzel et al., 2019). To achieve national educational goals, education at every level must be conducted systematically (Wilian et al., 2020). Improving the quality of education is fundamentally necessary to mobilize teachers effectively (Busron & Rachmi, 2020), build good relationships among school members to create support, productivity, planning, and administration (Andiek Widodo et al., 2020), as well as efficient evaluation of policies and changes (Peltzer & Pid, 2019). The success of developing teacher competence is greatly determined by the principal (Which et al., 2021). The leadership of the principal also influences teacher productivity (Pulis, 2018) and acts as a supervisor of teachers (Aktor, 2018).

Principals should possess the character and skills to direct an educational system (as stated by Udin et al., 2020), paying attention to the needs and feelings of employees so that a teacher's performance remains maintained (Yayuk & Sugiyono, 2019). A professional 21st-century teacher is a talented educator who is a learner and an agent of change (Mosquito Bane & Nzuki, 2019). Just like a driving instructor, a teacher should be adept at delivering the learning process (Mishra et al., 2020). The requirements that a teacher must master are stimuli to improve competence in schools through mastery of professional competency standards (Uslu & Korukcu, 2021). Additionally, there are other factors that cause low teacher performance, one of which is teacher competence and the principal's leadership conditions (Sunu & Suyatno, 2021). This aligns with Sulfemi's (2020) opinion that a teacher's performance can be influenced by several factors, one of which is leadership. Teacher performance will be optimal if integrated with school components, one of which is the principal (Fitria, 2021).

However, despite many experts and research concluding that teachers must improve their skills or competencies to enhance the teaching process (Amolloh et al., 2018), many teachers are still not competent in their jobs (Prayoga & Muryanti, 2021). One reason is the suboptimal leadership of principals, as evidenced by 9.85% of teachers not attending subjective teacher conferences (Anton Solanas et al., 2020). This professionalism is crucial in helping teachers improve their skills, insights, knowledge, and understanding of the material being taught and developed (Shehu, 2019). Teachers are still accustomed to using worksheets from publishers, so they are inexperienced in developing worksheets according to certain learning paradigms (Anton Solanas et al., 2020; Prayoga & Muryanti, 2021). Teacher performance in Indonesia is still not optimal (Sulfemi, 2020). Approximately 39% of teachers in Indonesia do not meet the academic qualifications as educators (Tim Budristek, 2020). Principal leadership is one factor that can cause low teacher performance (Ishmael et al., 2019).

Relevant research findings from Tingkat et al. (2020) show a positive and significant relationship between principal leadership and teacher performance. Pulis' (2018) research shows a significant positive impact on teacher performance. Research by Sayekti et al. (2021) reveals that the role of the principal has a crucial impact on the process of improving teacher performance. However, some other studies show different results, namely that leadership does not significantly affect teacher performance (2021). Therefore, further in-depth research is needed with a focus on the relationship between principal leadership competence and teacher competence.

In carrying out their duties, a stimulus teacher must have competence. Competence is an essential aspect of the abilities that every teacher must possess (Fitria, 2021). The competencies that teachers have should reflect actions that can support them in completing their tasks optimally, not just carrying out routine activities (Yayuk & Sugiyono, 2019). Kardena (2019) explains that the competencies a teacher must possess are: (1) competence in solving educational problems from a societal perspective; (2) competence and teamwork skills in working with others; (3) critical and systematic thinking abilities; and (4) willingness to continually develop intellectual abilities.

Creating professional quality teachers in schools requires the support of competent principals as leaders and managers (Sciyati Ulya, 2019). Professionalism is needed in teachers to manage learning activities so that the goals achieved can be optimally attained (Sulfemi, 2020). The quality of teachers determines the high or low quality of education, and the dedication of educators in carrying out their duties is reflected in the success of the learning process (Heron & Palfreyman, 2021), and good learning quality is produced when teachers are responsible for the learning process and skilled in their fields (Tonga et al., 2022).

This research is motivated by the importance of principal leadership as a crucial stimulus and management factor. Moreover, the competence of stimulus teachers has not yet been maximized in fulfilling academic qualifications. The purpose of this study is to determine the relationship between principal leadership competence and the competence of stimulus teachers at PAUD Aisiyah 84 West Jakarta. The research methodology uses a quantitative approach with simple regression techniques, while the data collection method uses questionnaires. The research sample consists of 25 randomly selected teachers. The data analysis technique uses SPSS, interpreted descriptively and quantitatively. The findings of this study show that principal leadership has a positive relationship with the competence of stimulus teachers, where the principal's ability to lead can effectively and efficiently mobilize all educators and motivate them to implement student-oriented learning and character building.

Method

The study uses quantitative methodology by using descriptive statistics, to see the magnitude of the relationship between the headmaster's leadership to the stimulus teacher's competence (Afzal et al., 2019). Data collection with observation and questionnaires through research instruments have been tested for accuracy using validity and reliability tests. A valid test is done by trying a variable score, using what is now a product moment Pearson product with SPSS version 24.

Whereas for testing reliability capabilities are performed using The Alpha Cronbach technique. This is done to analyze the influence of free variables on the dependencies (Beyazit et al., 2020), a simple descriptive statistical analysis technique used to test x_1 variable relationships simultaneously in the y -used f (Goerke & Maier, 2022). The hypothetical testing criteria USES a degree of proportionate significance = 5%, is if the price f count $>$ f table then the h_0 is rejected and h_1 is accepted. To test the effect of each variable x on the y -variable in part by testing the t -test. Uji- t is done with SPSS 24's help. If t count $>$ t tables then the h_0 is rejected and h_1 is accepted.

Results and Discussion

The data descriptive analysis is made to show a picture of the research data mapping between the competence of the school leadership and the descriptive stimulus teacher's competence can be seen on the mean of the targeted data (Wahyuni et al., 2017).

Tabel 1. Group Statistics

Komponen	N	Mean	Std. Deviation	Std. Error Mean
Kompetensi kepemimpinan kepala sekolah	23	88,2779	8,93024	1,86208
Kompetensi guru penggerak	23	87,1402	8,74167	1,70574

The perceived value of the school leadership competency of 88.2779 or 88.28% by category (ridha et al., 2018) can be deduced from the competence of the school leadership very well. Furthermore, the known value of driver teacher competence by 87.1402 or by 87.14% can be interpreted as very good competition for propulsion teachers as well. So statistically descriptive terms can be concluded that the two components of competition for principal leadership and the stimulus teacher are good relationships.

Another invention is that in order to know if the existence of such variables is meaningful or significant can be done by testing through independent tests. Where the testing conditions are, data should be normal and homogeneous. Both data are done with a normal distribution analysis of the data.

Tabel 2. Tests of Normality

Komponen	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kompetensi kepemimpinan kepala sekolah	,150	23	,197	,933	23	,124
Kompetensi guru penggerak	,161	23	,127	,955	23	,371

Based on the results of testing presented in Table 1 recitation of normality indicates that normal testing USES shapiro-wilk. This was based on the number of samples used in less than 50 (Potochnik et al., 2018). For showing normally distributed data can be seen by Shapiro-Wilk values, on the condition that a significant value above normally distributed data is 0.05 (Del Milece, 2001). Gained a significance of 0.124 on the headmaster leadership competence and 0.371 on the stimulus teacher's competence larger than 0.05. It can be argued that both distributed data are normal.

To strengthen the findings in Table 1, testing independent advanced tests were conducted to indicate a link between the principal's leadership competence and the stimulus teacher's competence significantly.

Tabel 3. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	,000	,983	15,060	44	,000
Equal variances not assumed			15,060	40,928	,000

The findings presented in Table 3 for viewing the lesbian test with Levene's test for equality of variances, are done to indicate that data has the same variable. The value of variances of 0.983 refers to equal variances dances, meaning that significant variances are assumed to be larger than 0.05 and that both of the data to be tested have homogeneous (Amo-Salas et al., 2014).

The overall test of the prerequisite data analysis is met, further testing its significance through the t-test for equality of means on sig. (2-tailed) is $0.00001 < 0.05$. Thus it may be concluded that there is a significant relationship between the headmaster leadership competence of the kindergarten school head and the stimulus teacher's competence. Additionally, the f-test results in Table 3 show the same as t-test tests in that an f count is 0.0000 with a sig. $0.983 > 0.05$. It means that there is a significant link between the two components.

Information from this study may be known that among the competitors the principal leadership of the driver's competency the most-effective relationships were statistically significant. Observations may illustrate that the role of headmaster leadership in kindergarten is needed primarily in motivating teachers as educators. In addition to having a leader function in the school ward, another assignment is to be a facilitator for the school's quality assurance. Other competencies must also be owned by the headmaster as an evaluator, adviser, and controller in each course of the learning process.

The principal as an evaluator is closely related to the teacher as an educator in the kindergarten ward. The headmaster is given the opportunity to evaluate the performance of teachers at school to improve education. The evaluator activity is part of one of the leadership competencies that a schoolmaster (imperio et al., 2020) must have. Many of the problems involved in making evaluations such as time would include those that were often hampered because teachers were still charged with administrative work at the school. So that it can delay the evaluation. Aside from the importance of the evaluator process, it can also have a positive impact on the stimulus teacher to explore the potential of teacher (Pedag-Santin & Felide-Torruella, 2020) so that the teacher's skills and competence blossomed optimally, especially in developing an innovative learning process (Kettler et al., 2019).

The headmaster is a counselor in a school where this is often a daily ritual. This can be done in counseling, discussion, and monthly meetings. This activity has a positive impact on the movers, where teachers feel increasingly confident to develop (Bennion et al., 2020), feeling they still need new knowledge for future improvements (Stadlinger et al., 2021), and teachers continue to be led to self-assessment. The obstacle to which this process is often dismissed by teachers is that some teachers are intimidated as well as criticize the way teachers teach. Another is the teacher's time is so limited that teachers may not be able to take time to do the mentoring.

A principal is a controller or controller and this role is crucial for a leader. Teachers at school can do the learning process well and effectively as a result of the principal's encouragement or motivation. The teacher will realize that her performance is always appreciated so the teacher will feel that she and her performance are appreciated. In the opinion of Ardliana et al. (2021) that a teacher's performance during the teaching process and all his efforts in the school ward can be properly appreciated, this will make a teacher more energetic and motivated to improve his quality of skill (Amolloh et al., 2018).

Some things may be learned that teachers in kindergarten have different

competencies. The competence is more likely to adapt to new knowledge than at the time the kindergarten teacher was directed to be creative in transmitting matter according to the needs of digitally-based early children. Furthermore, teachers' social competitors are higher in particular, which may be known when teachers can collaborate with children's parents and the neighborhood.

Thus some of these findings may give the impression that good kindergarten principal leadership can have a positive impact on the competence of the stimulus teacher. As explained by (Castro-Alonso et al., 2021) that teachers cannot escape the supervision of school leaders, teachers still need guidance and control to form a strong mental and give teachers adequate intellectual degree. The findings of these studies could contribute to the world of special education at the kindergarten level, another that could be created as a literature study for development as an educator. Differences with other studies tend to focus more on the competence existing in the kindergarten environment especially on the identity of the stimulus teacher, while previous studies discuss only targeted teacher perception in general.

Conclusions

The relationship between principal leadership and the competence of stimulus teachers shows a significant positive correlation. This means that the better the leadership of a principal, the higher the competence of the stimulus teachers. The principal is a crucial figure who leads and manages all activities in the school, which in turn contributes to the improvement of teacher competence. Enhanced teacher competence creates a more effective and conducive learning environment.

The role of the principal in improving teacher competence includes providing encouragement for the enhancement of teacher quality and pedagogical competence. Efforts to improve teacher quality are carried out through regular supervision, optimal development of responsibilities, and the enhancement of teachers' moral integrity. Additionally, principals play a role in improving pedagogical competence by providing insights into understanding student character and encouraging teachers to attend training in designing and evaluating learning processes. This study contributes new insights by highlighting the importance of principal leadership competence in directly influencing the competence of stimulus teachers, a topic that has not been extensively covered in previous literature.

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