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THE INFLUENCE OF COMPETENCE ON TEACHER PERFORMANCE MODERATED BY SCHOOL PRINCIPAL'S LEADERSHIP AT MADRASAH TSANAWIYAH AND ALIYAH ALWASLIYAH BINJAI CITY

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ABSTRACT

The aim of this research was to analyze and investigate the role of school principals' leadership in moderating the relationship between competence and teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City. Good teacher performance is a key factor in achieving the school's goals. The research design employed in this study is quantitative associative. The location of the research was conducted in Binjai. The population in this study consists of 84 teachers. The sampling technique used was saturated sampling, where the entire population was taken as the sample. Data collection was carried out using a questionnaire. The data analysis in this study was performed using Smart PLS 3.0 with the Moderated Regression Analysis (MRA) model. The results of this study indicated that: 1) Competence significantly influences the teacher performance of Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City with a P-Value of 0.000 < 0.05, which means that if teacher competence increases, teacher performance also increases. 2) The moderating variable, which is school principals' leadership, was unable to strengthen significantly the influence of competence on teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City with a P-Value of 0.895 < 0.05. In other words, it can be stated that the hypothesis was rejected. was unable to significantly strengthen the influence of competence on teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City with a P-Value of 0.895 < 0.05. In other words, it can be stated that the hypothesis was rejected. was unable to significantly strengthen the influence of competence on teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City with a P-Value of 0.895 < 0.05. In other words, it can be stated that the hypothesis was rejected.

Keywords: *competence, school principals' leadership, teacher performance*

INTRODUCTION

Education is a vehicle that is very strategic in improving the quality of human resources, which is a determinant factor of development. Education is a conscious effort to prepare students through guidance, teaching and/or training activities for their roles in the future (Ministry of National Education, 2023). Without intending to minimize the contribution of other components, the educational staff or teacher component is one of the most essential factors in determining the quality of students. According to (Barnawi & Arifin, 2012). The teacher as a professional stake his profession on the quality of his work. This confirms that quality performance will illustrate the professional quality of a teacher, and conversely performance that is below work standards reflects the teacher's failure to respect his own profession. Therefore, it is deemed necessary to pay attention to the coaching and professional development of teachers as a form of commitment to improving educational patterns in order to achieve the quality of education that meets expectations.

The low quality of teacher abilities will have an impact on the low quality of education. Teacher performance is real behavior as a work achievement displayed by a teaching staff to carry out the educational process in a school or educational institution. The success of a teacher's performance in his

work is because he has the abilities and skills for it, and the interactive relationship of various aspects of work. such as tools, methods or ways of working, relationships with colleagues, and others.

Tilaar quoted by (Ambarita, 2013) said that the teacher is the dominant factor in efforts to improve the quality of education through a quality learning process. Quality learning requires an educational process that must run well. This can be achieved if handled professionally. This statement explains that the achievement of educational goals will be greatly influenced by the professionalism of teachers in carrying out their duties as mentors and facilitators in creating a classroom climate that is able to increase student motivation and teacher achievement. The criteria that are expected to be attached to a professional teacher are: (1) personal piety; (2) social sensitivity; (3) scientific integrity; (4) pedagogical expertise; (5) leadership.

According to (Mulyasa, 2015) suggests that competence is defined as the knowledge, skills and abilities mastered by someone who have become part of themselves, so that they can carry out cognitive, affective and psychomotor behavior as well as possible. Meanwhile, according to (Department of Education, 2005). Competence is a set of knowledge, skills and behaviors that must be owned, internalized and mastered by teachers or lecturers in carrying out their professional duties.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. The indicators for measuring teacher competence used in this study refer to Law Number 14 of 2005 concerning Teachers and Lecturers article 10 paragraph namely (1) teacher competence includes:

1. Teacher pedagogical competence includes:
   a) Understanding insight or educational foundation
   b) Understanding of students
   c) Curriculum or syllabus development
   d) Learning planning
   e) Implementation of educational and dialogic learning
   f) Utilization of learning technology
   g) Learning evaluation
   h) Development of students to actualize the various potentials they have.
2. Personality Competence which includes:
   a) Excellent
   b) Stable
   c) Mature
   d) wise and prudent
   e) Authoritative
   f) Have noble character
   g) Be a role model for students and society
   h) Objectively evaluate own performance, and
   i) Develop yourself independently and sustainably
3. Social competence which includes:
   a) Communicate verbally, written and signs
   b) Working on communication and information technology functionally
   c) Associate effectively with students, fellow educators, education staff, parents/guardians, students, and
   d) Mingle politely with the local community.
4. Professional competencies include:
   a) Ability to compile subject matter/learning broadly and in depth as the core of syllabus development, as well
   b) Ability to master subject

matter/learning broadly and deeply.

5. Leadership competencies include:
   a) The ability to plan, civilize, practice religious teachings and noble moral behavior in the school community as part of the religious learning process,
   b) The ability to systematically organize the potential of school elements to support the cultivation of religious practice in the school community,
   c) Ability to become an innovator, motivator, facilitator, guide and counselor in cultivating the practice of religious teachings in the school community, as well as
   d) The ability to maintain, control and direct the cultivation of the practice of religious teachings in the school community and maintain harmonious relations between religious adherents within the framework of the Unitary State of the Republic of Indonesia (NKRI).

In accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, the position of teacher as an educator is a professional position. For this reason, teacher professionalism is required to continue to develop in accordance with developments over time, science and technology, as well as the needs of society, including the need for quality human resources who have the capability to be able to compete in regional, national and international forums. Directorate of Education Personnel, Directorate General of Quality Improvement of Educators and Personnel & Education, Ministry of National Education, 2008)suggests things that must be considered in measuring teacher performance, namely: planning learning activity programs, implementing learning activities and evaluating or evaluating learning.

Principal leadership is leadership that has professional abilities that works based on a mutually agreed professional performance pattern to provide convenience and support successful learning (Mulyasa, 2015). According to (Mulyasa, 2015) that in the new paradigm of educational management, school principals must at least function as educators, managers, administrators, supervisors, leaders, innovators and motivators (EMASLIM). The key to the success of a school in essence lies in the efficiency and effectiveness of the performance of its leaders, in this case the principal. School principals are required to have strong leadership quality requirements, because school success can only be achieved through quality leadership of the principal.

The principal as a leader must have special characteristics, namely personality, basic skills, professional experience and knowledge, and administrative knowledge. According to (Mulyasa, 2013). The skills that must be possessed in the leadership of school principals are as follows:

a) Personality: honest, confident, responsible, brave to take risks and decisions, big-hearted, emotionally stable, and role model.
b) Knowledge: Understanding the conditions of educational staff, understanding the conditions and characteristics of students, preparing educational staff development programs, receiving input, suggestions and criticism from various parties to improve their abilities.
c) Understanding of the school's vision and mission: Developing the school's vision, developing the school's mission, and implementing programs to translate the

school's vision and mission into action.

d) Decision-making ability: Making decisions together with education staff at the school, making decisions for the internal interests of the school, and making decisions for the external interests of the school.
e) Communication skills: Communicate verbally with educational staff at school, express ideas in written form, communicate directly with students, and communicate verbally with parents and the surrounding community.

The principal's leadership indicators must be mastered by the principal so that the quality of education can be in accordance with the objectives. If the aspects and indicators have been mastered by a school principal, it will have a good impact on the school, especially on teacher performance.

According to (Yamin, Martinis and Maisah, 2010). Teacher teacher performance is a behavior or response that gives results that refers to what they do when they face a task. The performance of teaching staff or teachers concerns all activities or behavior experienced by teaching staff, the answers they make, to provide results or goals. Performance is something that is achieved, the achievements shown, performance or ability to work (Ministry of National Education, 2002).

According to (AA Anwar King Mangkunegara, 2016). The term performance comes from the words job performance or actual performance (actual work performance or achievements achieved by a person), namely the results of work in terms of quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him.

In line with the opinion above (Rusman, 2012) states that performance is performance or performance. Performance can also be interpreted as work performance or work implementation or performance results. According to (Rivai, Veithzal and Deddy Mulyadi, 2018) states that performance is an achievement achieved by someone in carrying out their duties or work in accordance with the standards and criteria that have been set for that work.

Factors that influence teacher performance consist of teacher intrinsic factors (personal/individual) including elements of knowledge, skills, abilities, self-confidence, motivation and commitment possessed by each teacher. From the description above it can be seen that teacher performance will not materialize by itself, but there are factors that influence it. One important factor is the factor that comes from within the teacher himself, namely the ability to be a teacher, motivation to be a teacher, teaching skills, pleasant personality.(Yamin, Martinis and Maisah, 2010).

Performance standards are a benchmark for holding accountability for everything that has been done. According to Ivancevich in(Rusman, 2012)These benchmarks include:

(a) Outcomes, referring to the organization's primary output measures.
(b) Efficiency refers to the use of scarce resources by the organization.
(c) Satisfaction refers to the success of an organization in meeting the needs of its employees or members.
(d) Adaptability refers to the size of an organization's response to change.

Furthermore, Piet A. Sahertian in(Rusman, 2012)explains that teacher performance standards relate to the quality of teacher performance in carrying out their duties such as:

(a) Work with students individually;
(b) Lesson preparation and planning;
(c) Utilization of learning media;
(d) Engaging students in a variety of learning

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experiences; And
(e) Active leadership from teachers.

To measure teacher performance in this study, researchers referred to theory (Rusman, 2012) namely: 1) Learning plan, 2) Learning procedures, 3) Learning assessment which can be described in detail as follows:

1) Teacher planning in learning activity programs. The teacher's planning stage in learning activities is the stage that will be related to the teacher's ability to master teaching materials.
2) The teacher's ability to prepare learning activity programs carried out by the teacher. according to R. Ibrahim and Nana Syaodih (in Rusman, 2012) generally teachers are only required to have two types of learning programs, learning programs for a fairly long period of time such as semester programs and programs for short periods, namely for each subject.
3) The teacher's ability to evaluate learning can be seen from the teacher's evaluation process after learning.

Based on the explanation of the background to the problem above, it can be stated that the competence of school principals in their leadership greatly influences teacher performance in achieving the goals to be achieved. This is in accordance with the results of research conducted by (Devinta & Santosa, 2022) which states that professional competence has a positive and significant effect on teacher performance and transformational leadership has a negative and significant effect on teacher performance, and transformational leadership cannot moderate the effect between professional competence on teacher performance.

Further research was also conducted by (Ivan Fanani Qomusuddin & Ubun Bunyamin, 2020) which states that principal leadership and teacher competency can jointly affect the performance of Cluster 1 SDN teachers in Rancakalong District, Sumedang.

The aim of this research is to analyze and investigate the role of school principal leadership in moderating the relationship between competency and teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City. Good teacher performance is a key factor in achieving school goals. Therefore, it is important to understand the factors that influence teacher performance. The concept of this research is as illustrated in the following conceptual framework:

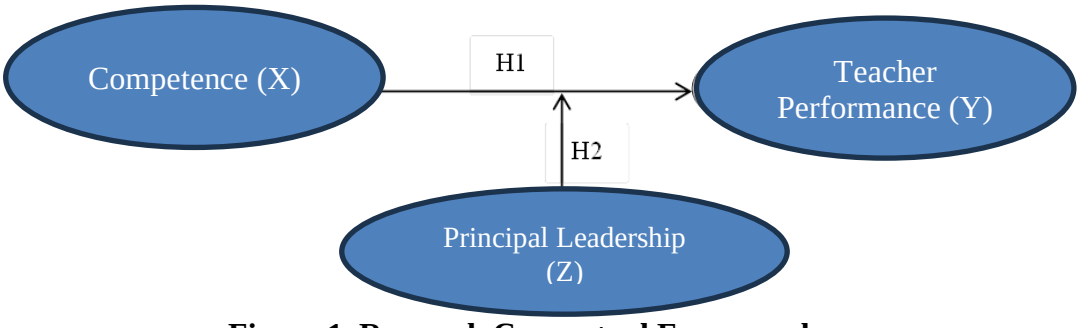

Figure 1. Research Conceptual Framework

METHODS

This type of research is casual associative quantitative research. According to (Sugiyono, 2018) that quantitative research is used to examine populations or samples, sampling techniques are generally carried out

randomly, data collection uses research instruments, quantitative or statistical data analysis with the aim of testing predetermined hypotheses. This research was carried out at Madrasah Tsanawiyah and Aliyah Alwasliyah, Binjai City. This research was carried out from May 2023 to July 2023.

According to (Sugiyono, 2018) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. The population in this study were all teachers who taught at Madrasah Tsanawiyah and Aliyah Alwasliyah Binjai City totaling 120 teachers with the details as follows:

Table 1 Number of Teachers

School name	Amount
MTs Al-Washliyah 47	30
MTs Al-Washliyah 48	30
MAS Al – Washliyah 29 Binjai City	30
MAS Al – Washliyah 30 Binjai City	30
Total	**120**

The sampling technique used is a saturated sample technique, which involves all respondents to become samples, meaning the sample that will be used is 84 teachers.

The data that will be used from this research is the data from the questionnaire distributed to respondents consisting of all employees in all divisions. The data analysis technique used in this research is a quantitative data analysis method using Structural Equation Modeling (SEM) based on Partial Least Square (PLS) using SmartPLS 3.0 software.

The data used in this study is data from a questionnaire that will be distributed to respondents consisting of all teachers. Data analysis and data testing that will be carried out in this research is using statistical analysis techniques, such as regression analysis and scoring of moderating variables, to test the high and low levels of moderating variables in influencing the variables in the research. The interaction test or often called Moderated Regression Analysis (MRA) is a special application of multiple linear regression where the regression equation contains elements of interaction (multiplication of two or more independent variables)(Ghozali, Imam, 2018). Considering that the model in the research uses a moderating variable, the Smart partial least squares (PLS) program was used to test the proposed hypothesis. The Coefficient of Determination Test () is used to measure how far the model's ability to explain variations in the dependent variable. The value of the coefficient of determination / is in the range of zero (0) and one (1)R^2R^2(Kuncooro, Munajad, 2013).

Goodness fit test to determine the extent to which the observed data corresponds to the theoretical distribution assumed by the model or hypothesis(Ghozali & Latan, 2015)and hypothesis testing (T-Statistic Test) which consists of path coefficients testto test how the direct effect of each independent variable on the dependent variable and the influence of the moderating variable in influencing the exogenous variable (X) on the endogenous variable (Y).

This test is used to determine the direction of the relationship between variables (positive/negative). If the value is 0 to 1, then the direction of the relationship between variables is positive. Meanwhile, if the value is 0 to -1, then the direction of the relationship between variables is declared negative. The hypothesis is said to be accepted if the t statistic value is greater than the t table. According to (Ghozali & Latan, 2015) t table value criteria is 1.96 with a significance level

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of 5%.

RESULTS AND DISCUSSION

Outer Model Analysis

Testing the outer model in this research uses algorithm analysis SmartPLS software version 3.0, in order to obtain an outer loading value that meets the validity and reliability requirements.

1) Convergent Validity Test Results

Convergent validity of the measurement model with reflexive indicators can be seen from the correlation between the item/indicator scores and the construct scores. Indicators that have an individual correlation value greater than 0.7 are considered valid, but in the research development stage, indicator values of 0.5 and 0.6 are still acceptable. Based on the results for outer loading, it shows that the indicator has a loading below 0.60 and is not significant. Below are presented the results of the outer loading values in the following table:

Table 1. Outer Loading

Indicator	Outer Loading	Information
Competency (X)		
KP1	0.923	Valid
KP2	0.848	Valid
KP3	0.730	Valid
KP4	0893	Valid
KP5	0.886	Valid
Principal Leadership (Z)		
KKS1	0.777	Valid
KKS2	0.748	Valid
KKS3	0.813	Valid
KKS4	0.860	Valid
KKS5	0.884	Valid
Teacher Performance (Y)		
KG1	0.944	Valid
KG2	0.840	Valid
KG3	0.756	Valid

Source: Smart PLS 3.0

Based on table 1, it can be seen that all indicators have a loading factor value > 0.60. According to (Ghozali & Latan, 2015) states that an indicator is declared valid if it has a loading factor value > 0.60. Thus, it can be stated that all indicators in this research are declared valid and further research can be carried out. The following is shown in the form of a structural model as in the following image:

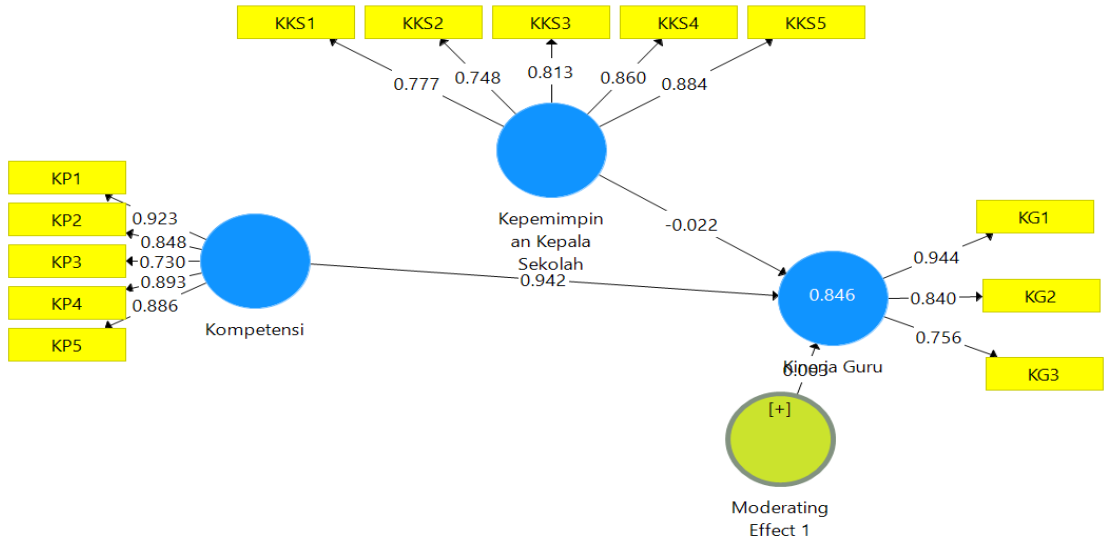

Figure 1. Results of Outer Model Testing

2) Discriminate Validity Test Results

The next test is to test discriminant validity. This test aims to determine whether a reflective indicator is a good measurement for the construct based on the principle that the indicator has a high correlation with the construct. The following are the results of cross loading from discriminant validity testing as follows:

Table 2. Discriminant Validity

Variable Indicator	Principal Leadership (Z)	Teacher Performance (Y)	Competency (X)	Moderating Effect 1
KG1	0.807	**0.944**	0.872	-0.358
KG2	0.759	**0.840**	0.868	-0.493
KG3	0.445	**0.756**	0.534	-0.075
KKS1	**0.777**	0.767	0.724	-0.082
KKS2	**0.748**	0.478	0.473	-0.056
KKS3	**0.813**	0.757	0.849	-0.496
KKS4	**0.860**	0.610	0.756	-0.527
KKS5	**0.884**	0.649	0.773	-0.512
KP1	0.804	0.822	**0.923**	-0.486
KP2	0.799	0.651	**0.848**	-0.487
KP3	0.690	0.728	**0.730**	-0.103
KP4	0.804	0.926	**0893**	-0.346
KP5	0.741	0.775	**0.886**	-0.472

Source: Smart PLS 3.0

Based on table 2 above, it can be seen that the cross loading value for each indicator and variable is greater than other variables and indicators, the cross loading of the principal leadership variable shows that the cross loading of the variable indicator is greater than the cross loading of other latent variables, the cross loading of the teacher performance variable indicator shows that the value of the cross loading indicator is greater than other latent variables, the cross

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loading of competence also shows that the value of the cross loading indicator is greater than the cross loading of the late variable. Based on this data, it can be discriminantly stated that the cross-loading results are considered valid.

3) Composite reliability test results

The next test determines the reliable value with the composite reliability of the indicator block that measures the construct. A construct value is said to be reliable if the composite reliability value is above 0.60. Apart from looking at the composite reliability value, the reliable value can be seen in the variable construct value with Cronbach's alpha from the indicator block that measures the construct. A construct is declared reliable if the Cronbach's alpha value is above 0.7. The following is a table of loading values for the research variable construct resulting from running the Smart PLS program in table 3 below:

Table 3. Construct Reliability and Validity

Indicator	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Principal Leadership (Z)	0.876	0910	0.669
Teacher Performance (Y)	0.809	0.886	0.723
Competency (X)	0.909	0.933	0.738

Source: Smart PLS 3.0

Based on Table 3, it can be classified that the AVE value for each variable tested has a value > 0.5, indicating that all variables in this study meet the discriminant validity criteria. To determine the reliability in this study used the value of composite reliability. The value accepted for the level of reliability is > 0.7. Based on these criteria, it can be seen that all variables in this study have a value of > 0.70 so that it can be stated that all the variables tested meet construct reliability.

Evaluation of the Structural Model (Inner Model)

Evaluation of the structural model (inner model) is carried out to ensure that the structural model built is robust and accurate. The analysis stages carried out in the structural model evaluation are seen from several indicators, namely:

1) Coefficient of Determination Test Results (R2)

The coefficient of determination test (R2) is used to see whether the influence of certain independent latent variables on the dependent latent variable has a substantive influence. (Ghozali & Latan, 2015). Based on data processing that has been carried out using the SmartPLS 3.0 program, the R Square value is obtained as in the following table:

Table 4. R Square results

Variable	R Square	Adjusted R Square
Teacher Performance (Y)	0.846	0.842

Source: Smart PLS 3.0

Based on table 4, it is known that the adjusted R square value of the teacher performance variable is 0.842 or 84.20%, which means that the ability of the principal's competency and leadership variables to influence teacher performance is 84.20% or is in the strong category. Meanwhile, the R Square value shows 0.846 or 84.60%, which means that the principal's competence and leadership influence teacher performance variables by 84.60%, while 15.40% is influenced by other variables that have not been studied.

2) Goodness of Fit Test Results

The Goodness of Fit test is a statistical method used to evaluate how well the model or statistical distribution being tested matches the observed data. The Goodness of Fit test aims to determine the extent to which the observed data conforms to the theoretical distribution assumed by the model or hypothesis(Ghozali, Imam, 2018). The goodness of fit model test can be seen by looking at the NFI value in the program. If the NFI value > SRMR and the closer to 1, the better the model (good fit). Based on the data processing that has been done using the SmartPLS 3.0 program, the Fit Model values are obtained as follows:

Table 5. Model Fit

	Saturated Model	Estimated Model
SRMR	0.165	0.165
d_ULS	2,464	2,467
d_G	3.113	3,109
Chi-Square	1397.657	1398.336
NFIs	0.458	0.458

Based on table 5, it can be seen that the NFI value is 0.458 > 0.165, so it can be stated that the model in this research has sufficient goodness of fit and is suitable for use to test the research hypothesis.

Hypothesis Testing Results

After doing the inner model analysis, the next thing is to evaluate the relationship between latent constructs in order to answer the hypothesis in this study. Hypothesis testing in this research was carried out by looking at T-Statistics and P-Values. The hypothesis is declared accepted if the T-Statistics value is > 1.96 and P-Values < 0.05 (Ghozali & Latan, 2015). Following are the results of Path Coefficients of direct influence between variables as in the following table:

Table 6. Path Coefficients (Direct Influence)

Variable	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Results
Competency (X) -> Teacher Performance (Y)	0.942	0937	0.099	9,559	**0,000**	**Accepted**
Moderating Effect -> Teacher Performance (Y)	0.003	0.003	0.026	0.132	**0.895**	**Rejected**

Based on table 6 data, it can be stated that competency (X) has a significant effect on teacher performance (Y). This can be seen from the T-statistic value of 9.559 > 1.96 with a P-Value of 0.000 <0.05. This means that if the teacher's competence increases, the teacher's performance also increases. These results answer the first hypothesis in this research, namely that competency has a significant effect on the performance of Madrasah Tsanawiyah and Aliyah Alwasliyah teachers in Binjai City.

In the Moderated Regression Analysis (MRA) TestThe T-Statistic value obtained was 0.132 < 1.96 with a P-Value value of 0.895 > 0.05, which means that the moderating variable, namely the principal's leadership, does not significantly strengthen the influence of competence on teacher performance at Madrasah Tsanawiyah and Aliyah Alwasliyah in Binjai City, in other words that hypothesis rejected.

The findings in this study are supported by the results of research from (Anis & Sutomo, 2016) which states that Competency has a positive and significant effect on Teacher Performance, Principal Leadership has a positive and significant effect on Teacher Performance, but the Effect of Competency on Teacher Performance is not moderated by Principal Leadership. The results of other research conducted by(Hasnawati & Sunarto, 2016)which states that transformational leadership style influences teacher performance, transformational leadership style does not moderate the influence of intrinsic motivation on teacher performance.

CONCLUSION

From the results of data analysis from research results and the discussion described above, it can be concluded that competence has a significant effect on teacher performance with a P-Value of 0.000 < 0.05. This means that if teacher competence increases, teacher performance will also increase. In the Moderated Regression Analysis (MRA) test, the P-Value value was 0.895 < 0.05, which means that the moderating variable, namely the leadership of the school principal, was not able to significantly strengthen the influence of competence on teacher performance in Private Madrasah Aliyah (MAS) throughout Binjai City, in other words that the hypothesis is rejected.

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