

e-ISSN: 2686-522X, p-ISSN: 2686-5211
Received: 27 Agust 2022, Revised: 18 September 2022, Publish: 27 Sepetember 2022
DOI: <https://doi.org/10.31933/dijms.v4i1>
<https://creativecommons.org/licenses/by/4.0/>



The Effect of Teacher Competence and Self-Efficiency on Teacher Performance With Transformational Leadership of the Head of School as a Moderating Variable in Senior High School Tangerang Regency

Thomas Reggiani Alfredo^{1*}, Budi Prijanto²

¹Universitas Gunadarma, Jakarta, Indonesia, thomasreggianialfredo@gmail.com

²Universitas Gunadarma, Jakarta, Indonesia, karami@staff.gunadarma.ac.id

*Corresponding Author: Thomas Reggiani Alfredo¹

Abstract: The main problem in this study is that some teachers do not show maximum performance. Many factors affect teacher performance, but in this study analyzed through competence, self-efficacy, and transformational leadership of the principal as moderating variables. The purpose of this study was to determine the effect of teacher competence and self-efficacy on teacher performance with the principal's transformational leadership as a moderating variable at senior high school Tangerang Regency. This research data is primary data, by distributing questionnaires to 94 public high school teachers in Tangerang Regency. Data were analyzed using Partial Least Square (PLS) program. The results of this study indicate that: (1) teacher competence affects teacher performance, (2) self-efficacy affects teacher performance, (3) principal transformational leadership weakens the influence of teacher competence on teacher performance, (4) principal transformational leadership strengthens the influence self-efficacy on teacher performance.

Keywords: Teacher Competence, Self-Efficacy, Teacher Performance, Principal's Transformational Leadership

INTRODUCTION

Teacher performance is a determinant of the high and low quality of education. Education is said to be of high quality if the teacher's work refers to the vision, mission, goals, objectives and targets of education which are prepared to respond to various changes by mobilizing all potential resources in educational institutions. Teacher performance appraisal is very important because it answers their fundamental question about how good the quality of teaching is. Performance appraisal feedback will provide several things, including assurance that the teacher is contributing and doing the right things. Awareness of the impact of teaching performance on desired outcomes.

Based on the background described above, the authors intend to conduct research on the effect of teacher competence and self-efficacy on teacher performance with the principal's transformational leadership as a moderating variable.

LITERATURE REVIEW

Teacher Competence

According to Echols and Shadly (Supratiningsrum, 2014) Competence is a collection of knowledge, behavior and skills that teachers must possess to achieve learning and educational goals. Competence is obtained through education, training and independent learning by utilizing learning resources. To be able to do a job, a person must have the ability in the form of knowledge, attitudes and skills that are relevant to the field of work (Suyanto and Jihad, 2013: 72).

Self Efficacy

Bandura (1997: 31) says Self efficacy is a person's belief in his ability to organize and carry out a series of actions needed to complete a particular task. Nuzulia (2010: 100) says that basically self-efficacy is the result of cognitive processes in the form of decisions, beliefs or expectations about the extent to which individuals estimate their abilities to carry out certain tasks or actions needed to achieve the desired results.

Teacher Performance

According to Mangkunegara in Jasmani (2013:155) also suggests that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him. Kuswana (2008:3) argues that teacher performance is said to be successful if it has an effect on the potential development of students in a psychological and physical context, which is positive for what they learn, both in terms of goals and benefits. So that cognitive, effective and psychomotive intelligence develops. The point is whether there is a change in behavior, think systematically and skillfully about what is happening.

Principal's Transformational Leadership

Wibowo (2014) argues that the principal's transformational leadership is a leadership style that prioritizes providing opportunities, and encouraging all elements in the school to work on the basis of a noble value system. Transformational leadership tends to humanize humans through various ways of motivating and empowering the functions and roles of employees to develop the organization and self-development towards real self-actualization (Wutun, 2001: 351).

Previous Research

Based on the results of Aziz Effendhi's research (2018), teacher competence, self-efficacy, and principal's transformational leadership have a positive and significant effect on teacher performance. The principal's transformational leadership moderates the effect of teacher competence on teacher performance. The principal's transformational leadership moderates the effect of teacher self-efficacy on teacher performance. Based on the results of research by Handayani and Sunarto (2022), self-efficacy has no effect on teacher performance.

Conceptual Framework

The basic concept of the research framework can be seen in the image below:

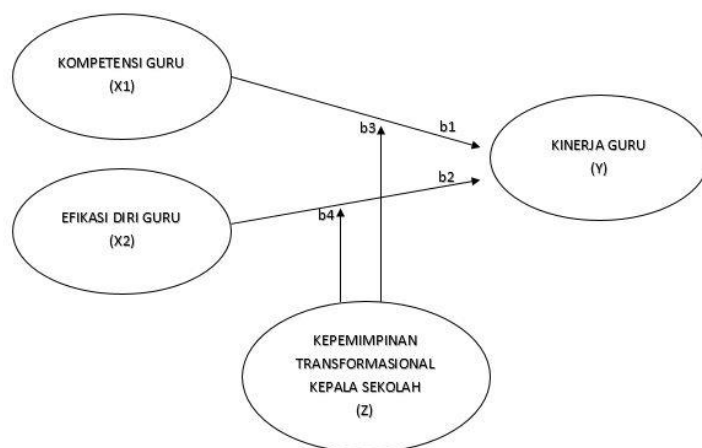


Figure 1. Conceptual Framework

Hypothesis

From the outline of the theoretical framework above, the studies speculation is:

- H1 : There is an influence of teacher competence on the performance of public high school teachers in Tangerang Regency
- H2: There is an effect of self-efficacy on the performance of public high school teachers in Tangerang Regency
- H3 : Principal's transformational leadership moderates the effect of teacher competence on the performance of public high school teachers in Tangerang Regency
- H4 : Principal's transformational leadership moderates the effect of self-efficacy on the performance of public high school teachers in Tangerang Regency

RESEARCH METHODS

This research data is primary data, by distributing questionnaires to 94 public high school teachers in Tangerang Regency. Data were analyzed using Partial Least Square (PLS) program.

FINDINGS AND DISCUSSION

Characteristics of Respondent

Based on the facts from the survey results, it shows that the frequency of each respondent's characteristics includes, by sex dominated by women (54%), by age dominated by age < 30 years (30%) , Based on length of work dominated by the above 10 years (52%), based on educator certificates dominated by teachers who have educator certificates (60%)

Test Validity and Reliability

The test results show the estimated results of the outer loading test calculation using PLS for the indicators of teacher competence variables, self-efficacy, teacher performance, and transformational leadership of school principals. The table shows that each variable indicator has a loading factor > 0.50 which means that all construct indicators are valid.

Table 1. Validity Test Results

Variable	Indicator	Outer Loading	Results
Teacher Competence	X1.1 - X1.4	0,626 - 0,869	Valid
Self Efficacy	X2.1 - X2.3	0,862 - 0,889	Valid
Teacher Performance	Y.1 - Y.5	0,608 - 0,820	Valid
Principal Transformational Leadership	Z.1 - Z4	0,888 - 0,903	Valid

The test results show that the results of composite reliability and Cronbach's alpha show a satisfactory value, namely the value of each variable is above the minimum value of 0.70. The AVE value generated by all the above constructs is > 0.50. This shows the consistency and stability of the instrument used is high. In other words, all the constructs, namely teacher competence, self-efficacy, principal's transformational leadership, and teacher performance have become fit measuring instruments, and all the questions used to measure each construct have good reliability.

Table 2. Reliability Test Results

	Cronbach's Alpha	Composite Reliability	AVE	Results
Teacher Competence	0,796	0,866	0,621	Reliabel
Self Efficacy	0,848	0,908	0,766	Reliabel
Teacher Performance	0,805	0,864	0,561	Reliabel
Principal Transformational Leadership	0,921	0,943	0,806	Reliabel

Structural Model Test or Inner Model Coefficient of Determination Test (R-Square)

Table 3. R-Square Variable Construct

	R Square	R Square Adjusted
Teacher Performance (Y)	0,541	0,514

From table 3 above, it can be seen that the R-Square value for the Teacher Performance variable is 0.541, which means that it is included in the moderate category (medium). The teacher performance R-square value of 0.541 or 54.1% shows that the teacher performance variable can be explained by the teacher competence and self-efficacy variables as well as the moderating variable of the principal's transformational leadership of 54.1% while the remaining 45.9% can be explained by the variable others not included in the study.

Hypothesis Test Results

Testing the proposed hypothesis is carried out by testing the structural model (inner model) by looking at the path coefficients which show the parameter coefficients and the t statistical significance value. The significance of the estimated parameters can provide information about the relationship between research variables. The limit for rejecting and accepting the hypothesis proposed above is sig P Values < 0.05. The table below presents the estimated output for testing the structural model.

Direct Effect

Table 4. Hypothesis Testing based on Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Teacher Competence (X1) -> Teacher Performance (Y)	0,229	0,248	0,105	2,185	0,029
Self Efficacy (X2) -> Teacher Performance (Y)	0,522	0,515	0,110	4,738	0,000

The first hypothesis states that there is a positive and significant effect between teacher competence on teacher performance. Table 4 shows that the teacher performance variable has a significant level of 0.029 which is smaller than 0.05 and the value of t table < t

arithmetic ($1.96 < 2.185$). The parameter coefficient value is 0.229. This shows that the better the teacher's competence, the teacher's performance will increase. This means that H1 is accepted so that it can be said that teacher competence has an effect on teacher performance.

The second hypothesis states that there is a positive and significant effect between self-efficacy on teacher performance. Table 4 shows that the self-efficacy variable has a significant level of 0.000 which is smaller than 0.05 and the value of $t \text{ table} < t \text{ count}$ ($1.96 < 4.738$). The parameter coefficient value is 0.522. This shows that the better self-efficacy, the teacher's performance will increase. This means that H2 is accepted so that it can be said that self-efficacy affects teacher performance.

Moderation Effect Test

Table 5. Hypothesis Testing based on Moderating Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Moderating Effect K*KT -> Teacher Performance (Y)	-0,360	-0,338	0,096	3,755	0,000
Moderating Effect ED*KT -> Teacher Performance (Y)	0,378	0,348	0,100	3,792	0,000
Principal Transformational Leadership (Z) -> Teacher Performance (Y)	-0,031	-0,027	0,112	0,279	0,781

The third hypothesis states that the principal's transformational leadership moderates the effect of teacher competence on teacher performance. Table 4.14 shows that the moderating variable of principal's transformational leadership has a significant level of 0.000 which is smaller than 0.05 and the value of $t \text{ table} < t \text{ count}$ ($1.96 < 3.755$). This means that H3 is accepted so that it can be said that the principal's transformational leadership moderates the effect of teacher competence on teacher performance. The parameter coefficient value is -0.360, which means that the principal's transformational leadership is a moderating variable that weakens the relationship between teacher competence and teacher performance.

The fourth hypothesis states that the principal's transformational leadership moderates the effect of self-efficacy on teacher performance. Table 4.14 shows that the moderating variable of principal's transformational leadership has a significant level of 0.000 which is smaller than 0.05 and the value of $t \text{ table} < t \text{ count}$ ($1.96 < 3.792$). This means that H4 is accepted so that it can be said that the principal's transformational leadership moderates the effect of self-efficacy on teacher performance. The parameter coefficient value is 0.378, which means that the principal's transformational leadership is a moderating variable that strengthens the relationship between self-efficacy and teacher performance.

Discussion

The results showed that teacher competence had an effect on teacher performance. The better the teacher's competence, the teacher's performance will increase. Article 1 of the Law on Teachers and Lecturers states that: Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and controlled by teachers or lecturers in carrying out professional duties. (Depdiknas, 2006:5). The results of this study are in line with research conducted by Aziz Effendi (2018) that competence has a significant positive effect on teacher performance. This proves that the higher the competence of a teacher, the higher the performance of the teacher.

The results showed that self-efficacy had an effect on teacher performance. The better the self-efficacy, the teacher's performance will increase. Self-efficacy is a person's belief

about his ability to achieve self-achievement (Bandura, 1997) in (Hoy, 2000). Self-efficacy in teachers is needed so that the teacher has high confidence in working which can ultimately improve teacher performance. From this statement, it can be said that the teacher's self-efficacy or strong belief in the teacher is very influential on the teacher's performance. This study is in line with the results of Achmad Sjamsuri and Nani Muliyani. (2019) which states that teacher self-efficacy has a positive and significant effect on teacher performance.

Based on the results of the study, the principal's transformational leadership was able to moderate the effect of teacher competence on teacher performance. However, because the beta result is negative, the principal's transformational leadership weakens the influence of teacher competence on teacher performance. Competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. (Depdiknas, 2006:5. Teacher performance is a real behavior as a work achievement displayed by a teacher to carry out the educational process in schools or educational institutions. A principal in carrying out his managerial duties must consider the level of competence of the teacher he leads, considering the teacher is a spearheading change towards improving school performance. If the principal fails to make the level of teacher competence one of the considerations in assigning tasks to teachers, it will lead to various negative consequences

The principal's transformational leadership moderates the effect of teacher self-efficacy on teacher performance. Because the beta value is positive, it can be said that the principal's transformational leadership strengthens the influence of teacher self-efficacy on teacher performance. Teacher efficacy as a teacher's assessment of his or her capability to bring students to remain engaged with learning, even when their students have difficulty or are not motivated to learn. The role of the principal in relation to the existence of the school as an institution is not just a leader, but more than that the principal functions as an accumulator, drafter, and manager. At this level, the principal not only plays a function as a figure who can move, influence and force his subordinates to carry out organizational tasks, but is also responsible for their respective contributions for the effectiveness and efficiency of education continuity. This research is in line with research conducted by Slamet (2017) stated that the principal's transformational leadership strengthens the effect of teacher self-efficacy on teacher performance.

CONCLUSIONS AND SUGGESTIONS

Conclusions

As a research conducted in the educational environment, the conclusions drawn in the field of education as well as further studies, in connection with this, the following conclusions can be drawn: (1) Teacher competence affects teacher performance; (2) Self-efficacy has an effect on teacher performance; (3) Principal's transformational leadership weakens the influence of teacher competence on teacher performance; (3) Principal's transformational leadership strengthens the effect of self-efficacy on teacher performance

Suggestions

Based on the conclusions above, there are several suggestions that can be given as follows:

- 1) To improve performance, every teacher must be active to improve each of their competencies, be it pedagogic competence, professional competence, personality competence, and social competence. Teachers must also have confidence and a high sense of optimism in order to carry out each responsibility well
- 2) As a leader, the principal must pay attention to and encourage teacher competence and teacher self-efficacy so that teacher performance is getting better.

BILBIOGRAPHY

- Aziz Effendhi. (2018). Kepemimpinan transformasional kepala sekolah memoderasi pengaruh kompetensi dan efikasi diri terhadap kinerja guru SMP di Kecamatan Tambakromo Kabupaten Pati. *Jurnal Manajemen* Vol. 15 Edisi 2. ISSN : 1693-9727
- Bandura, Albert. (1997). *Self-Efficacy The Exercise of Control*. United States of America: W.H Freeman and Company.
- Handayani dan Sunarto. (2022). Pengaruh kompetensi pedagogik dan efikasi diri terhadap kinerja guru dimoderasi supervisi akademik. *Indonesian Journal of Islamic Educational Management* Vol. 5, No. 1. p-ISSN: 2515-3610 | e-ISSN: 2615-4242.
- Jasmani dan Mustofa, Sayaiiful. 2013. *Supervisi Pendidikan Terobosan Baru dalam Peningkatan Kinerja Pengawas Sekolah dan Guru*. Yogyakarta: AR-RUZZ Media.
- Kuswana, S. W. (2008). Kontribusi Organisasi Pembelajaran, Peranserta MGMP, Komite Sekolah, Pengawas Mata Pelajaran, Terhadap Kinerja Guru SMKN di Propinsi Jawa Barat. *Jurnal*. Vol 5 No 2, hal 103-113.
- Nuzulia, Siti. 2010. *Dinamika Stress Kerja, Self Efficacy dan Strategi Coping*. Semarang.Penerbit UNDIP.
- Slamet. (2017). Pengaruh kompetensi profesional dan efikasi diri di moderasi dengan kepemimpinan transformasional kepala sekolah terhadap kinerja guru. *Jurnal Manajemen* Vol. 14
- Supratiningkrum, J. (2014). *Guru Profesional : Pedoman Kinerja, Kualifikasi dan Kompetensi Guru*. Yogyakarta: Ar-Ruzz Media.
- Suyanto dan Asep Jihad. 2013. *Menjadi Guru Profesional: Strategi Meningkatkan Kualifikasi dan Kualitas Guru di Era Globalisasi*. Jakarta: Erlangga.
- Wibowo.2016. *Manajemen Kinerja*. Jakarta: Raja Grafindo Persada
- Wutun, R.P. (2001). “Persepsi Karyawan tentang Perilaku Kepemimpinan Atasan. Suatu Kajian Teori Transformasional & Transaksional”, dalam Sjabadhyni B, Graitto, B.K. & Wutun, R.P. Pengembangan Kualitas SDM dari Perspektif PIO. Jakarta: Bagian Psikologi Industri dan Organisasi Fakultas Psikologi Universitas Indonesia.